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COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

OFFICIAL CIRCULAR FROM THE CHIEF SUPERINTENDENT TO THE MUNICIPAL COUNCILLORS, LOCAL SUPERINTENDENTS, VISITORS, TRUSTEES, TEACHERS, AND OTHER SUPPORTERS OF PUBLIC SCHOOLS IN UPPER CANADA.

GENTLEMEN,—When I began, in 1844, to apply myself to establish and mature our present system of public elementary instruction, it was part of my plan to visit foreign educating countries once in five years, in order to acquire information, to observe the nature, working and progress of systems of public instruction, so that we might in our educational system and institutions profit as much as possible by the example and experience of other enlightened countries. It was also another part of my plan to visit each County in Upper Canada once in five years, in order to acquire local information as to the circumstances and wishes of the people, to hold free consultations as to the working, progress and defects of our own system of public instruction, and the best means of improving and adapting it to the institutions and wants of the country.

2. My last quinquennial tour was made in January, February and March of 1860; but my health did not permit me to undertake the great labour of another tour last year; and the absorption of the public mind with the subject of confederation and other exciting questions, seemed to render it inopportune for me to hold public County conventions on school matters.

3. I purpose in the course of the next three months, Providence permitting, to make my fourth and probably last visit to each County, or union of Counties in Upper Canada, in order to hold a County school convention of all school officers and other friends of general education who may think proper to attend. The law

makes it the duty of each local superintendent "to meet and confer with the chief superintendent of education, at such time and place as he may appoint, when making an official visit to the County for the promotion of the interests of education." By law, all Clergymen, Judges, Members of the Legislature, Members of County Councils, Magistrates and Aldermen, are *School Visitors*. I will be happy to meet and confer not only with School Visitors and Local Superintendents, but also with as many Trustees, Teachers, and Friends of Education generally, as can make it convenient to attend—including, of course, such Trustees and other school officers and promoters of Education, as reside in the cities, towns and incorporated villages in each County, within the limits of which a County Convention shall be held.

4. The object of each Convention will be:—

(1.) To consider any suggestions which may be made for the amendment of the school law, for the improvement of the schools, for the diffusion of education, and for the extension and usefulness of prize books and public libraries.

(2.) To consider, especially, whether or not it would be desirable to have one Board of School Trustees for each Township, as there is one Board of Trustees for each City, Town, and Incorporated Village; and whether the Township Council should not be such Board of School Trustees—thus putting an end to the trouble and disputes arising from School Section divisions and alterations, the election of Section Trustees, and the levying and collecting of School Section rates, &c.—greatly simplifying the machinery of the School System, leaving to parents a larger discretion as to the selection of a school for their children, and giving greater permanency to the situation of teachers. In several of the neighbouring States, where the system of Township Boards of School Trustees has been established in the place of School Section Trustees, the advantage is said to be immense. The Township Board would, of course, appoint for each school a Visiting Committee of three, who would visit the school from time to time, and report annually, or oftener, its state and progress to the Board.

(3.) It is also proposed to consider whether each Municipal Council should not be invested with power to bring to account and punish by fine, or requiring to work on the roads, parents who do not send their children, between seven and fifteen years of age, to some school at least four months in each year.

5. Such are the subjects on which I propose to ascertain the opinions and wishes of the country, as far as possible: for, as the School System has been thus far remarkably successful, and the country at large has so nobly sustained and extended it, I do not

propose to recommend any change in any of the provisions of the school-law without consulting, as far as practicable, the school-managers, parents, and friends of education in each county on the subject. I hope their attention, and that of the public press, will be directed to the above-mentioned subjects, and the results of their reflections and consultations given at the proposed conventions.

6 If health and strength permit, I propose to deliver a short address (not lecture) at the opening of each County School Convention.

7. In order to afford the best opportunity possible for attendance by persons at a distance, each convention will be held in the daytime, with two or three necessary exceptions. The meeting of each convention will take place at (unless otherwise stated) one in the afternoon, and the proceedings will commence precisely at half-past one, whether few or many be present. In two or three cases, the meeting of the conventions will take place at other hours of the day, arising from the impossibility (on account of distances or railroad arrangements) of holding them at the usual hours, without giving more time to a county than can be afforded, in connection with the accomplishment of the tour during the period of good winter roads.

8. The time and place of each of the proposed County School Conventions are as follows:—

COUNTY.	TOWNS.	Day of the Week.	Day of the Month.	Hour of the Day.
Lincoln	St. Catharines	Monday	Jan. 15	Half-past One, p. m.
Welland	Welland	Tuesday	16	do
Haldimand	Cayuga	Wednesday	17	Eleven, a. m.
Norfolk	Simcoe	Thursday	18	Half-past One, p. m.
Brant	Brantford	Friday	19	do
Wentworth	Hamilton	Saturday	20	do
York	Newmarket	Monday	22	do
Simcoe	Barrie	Tuesday	23	do
Grey	Owen Sound	Wednesday	24	Seven, p. m.
Bruce	Walkerton	Thursday	25	Half-past One, p. m.
Huron	Goderich	Saturday	27	do
Perth	Stratford	Monday	29	do
Lambton	Sarnia	Tuesday	30	do
Essex	Sandwich	Wednesday	31	do
Kent	Chatham	Thursday	Feb. 1	do
Middlesex	London	Friday	2	do
Rich.	St. Thomas	Saturday	3	do
Oxford	Woodstock	Monday	5	do
Waterloo	Berlin	Tuesday	6	do
Wellington	Geolph	Wednesday	7	do
Peel	Brampton	Thursday	8	do
Halton	Milton	Friday	9	do
Ontario	Whitby	Monday	12	do
Durham	Port Hope	Tuesday	13	Eleven, a. m.
Victoria	Lindsay	Tuesday	13	Seven, p. m.
Peterborough	Peterborough	Wednesday	14	Half-past 12, p. m.
Northumberland	Cobourg	Thursday	15	One, p. m.
Hastings	Belleville	Friday	16	do
Prince Edward	Pictou	Saturday	17	do
Lenox and Addington	Napane	Monday	19	do
Frontenac	Kingston	Tuesday	20	do
Lanark	Perth	Wednesday	21	do
Renfrew	Renfrew	Thursday	22	do
Leeds	Brockville	Friday	23	do
Grenville	Kenntville	Saturday	24	Eleven, a. m.
Du das	Iroquois	Monday	26	One, p. m.
Stormont	Coriwall	Tuesday	27	do
Glencary	Alexandria	Wednesday	28	do
Prescott and Russell	L'Orignal	Thursday	Mar. 1	do
Carlton	Ottawa	Saturday	3	do

9. I take it for granted, that, as on former occasions, in each of the places above mentioned, the Court House or Town Hall, or some other convenient building, can be procured for holding the County School Convention; and I must rely upon the kind co-operation of the Local Superintendent, aided by the Trustees in each County Town, to provide the needful accommodation for holding the County School Convention, for giving due notice of the same.

10. The Newspaper Press in each County, is respectfully requested to give notice of the time, place, and objects of the School Convention for such County.

I have the honour to be, Gentlemen,
Your most obedient Servant,
E. RYERSON,

Chief Superintendent of Education for Upper Canada.

Education Office,
Toronto, 26th December, 1865.

II. The Grammar Schools of Upper Canada.

CIRCULAR FROM THE CHIEF SUPERINTENDENT OF EDUCATION, TO BOARDS OF TRUSTEES OF GRAMMAR SCHOOLS IN UPPER CANADA,

WITH THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT AND REGULATIONS.

GENTLEMEN,—I herewith transmit you a copy of the new "Grammar School Improvement Act," and of the revised Programmes of Studies, which have received the approval of the Governor-General in Council, and which are designed to give effect to the wishes of the Legislature, and the comprehensive objects of the Grammar School law, namely: to make the Grammar Schools the high schools of their respective localities—intermediate schools between the Common Schools and the University—to prepare youth to matriculate in the University, in arts, in law, and in the department of civil engineering, to give to intended surveyors their preliminary education, and to impart the higher branches of an English and commercial education to those youth whose parents do not wish them to study Greek or Latin.

2. My printed Circulars to the Municipal Councils of counties, cities, towns, and incorporated villages, explain the equitable and public grounds on which a liberal municipal support may be reasonably and confidently expected to be given to the Grammar Schools. By the provisions of the new Act, a sum equal to one-third will be added to the Grammar School fund, for the payment of teachers' salaries. One condition required by the regulation is, that "after the 1st day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School fund unless suitable accommodations are provided for it, and unless it shall have a daily average attendance (times of epidemic excepted) of at least ten pupils learning Greek or Latin." It is not worth while to have a Grammar School in a place where there is not sufficient interest in it to provide suitable accommodations, or the material for the attendance at the Grammar School of at least ten regular pupils in those subjects, the teaching of which was its primary object. It is much better to concentrate the school fund, and to give adequate support to a smaller number of good Grammar Schools, than to dissipate it on a large number of inefficient and nominal schools.

3. Hitherto, many of the Grammar Schools have done little as classical schools, and taught few, if any, of the English branches of a good education, which have been as well, if not better taught, in many of our Common Schools. The object of the law, and of the revised Programmes of Studies, is to prevent any further dissipation of the Grammar School fund in this way; to prevent the Grammar Schools from poaching upon Common School ground, or being rivals of Common Schools; to make them English high schools; and to render them efficient in their appropriate work of elementary classical, and superior education. But while it is intended that they shall accomplish, to as great an extent as possible, the end of good classical schools, special regard is had in the second, or English course of studies, to the increasingly wide and pressing demands of a high English and commercial education, supplementary to the elementary education which is provided in the Common Schools.

4. It will be observed, that the pupils are not to take certain subjects of the Grammar School course as a matter of form, in order to be retained as Grammar School pupils, while they are, in reality, but Common School pupils, almost wholly employed in learning the elementary subjects of Common School instruction. None can be recognized as Grammar School pupils but those who really are so, and who are *bonâ fide* pursuing the whole of the subjects in one of the two courses of studies prescribed in the Programmes. The pupils of all the schools are to be finally admitted, on examination, by the inspector. This places all the schools on the same footing, and brings the pupils of each, on their admission, up to the same standard; and every school shares in the fund according to its work, irrespective of county or locality. Under

the provisions of the new Act, there is no apportionment to counties according to population, nor any distinction between senior and junior Grammar Schools; but, as the seventh section of the Act expresses it: "The apportionment, payable half yearly to the Grammar Schools, shall be made to each school conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the headmaster and trustees, and verified by the inspector of Grammar Schools."

5. During more than ten years, I have employed my best exertions to get the great principle of our Common School system applied to that of the Grammar Schools, namely: the principle of each municipality providing a certain proportionate sum, as a condition of sharing in the school fund provided by the Legislature. This is the vital principle of our Common School system, and is the main element of its wonderful success. The intelligent liberality of the municipalities has far exceeded the requirements of the law in relation to our upwards of four thousand Common Schools; I doubt not a like liberality and intelligence will soon be shown in regard to our one hundred Grammar Schools.

6. Relying upon the liberal co-operation of the county, city, town, and village municipalities, and to facilitate, as far as possible, the labours of the trustees, I will make and pay the next year's apportionment of the Grammar School fund, in aid of the Grammar Schools which are conducted according to law, without waiting for the proportionate sums required by law to be provided from local sources; but if these sums, in any instances, are not provided in the course of the year, it will then be my duty to withhold, in all such cases, the payment of any further sums from the school fund, until the deficiency is made up.

7. With the additional co-operation and means which the new Act provides in behalf of Grammar Schools, and the practical Programme of Studies prescribed, it remains for the trustees to employ their earnest and patriotic exertions to make the Grammar Schools, under the Divine blessing, fulfil their noble mission, and prove an honour, as well as a general blessing, to the country.

I have the honour to be,

Sir,

Your very obedient servant,

E. RYERSON.

EDUCATION OFFICE,

TORONTO, 1st December, 1865.

2. CIRCULAR TO WARDENS OF COUNTIES IN UPPER CANADA.

ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,—I have the honour to enclose you herewith, for the information of the County Council over which you preside, a copy of the new Grammar School Improvement Act; by the provisions of which, it will be seen that cities, with one exception, are made counties for Grammar School purposes; and the County Council will hereafter appoint one-half of the members of the Board of Trustees of any Grammar School situated in any Town or incorporated Village, and the municipal Council of such Town or Village will appoint the other half of the members of such Board. In regard to Grammar Schools not situated in any Town or Incorporated Village, the new act makes no change in the mode of appointing Trustees; the appointment of these trustees still rests with the County Council.

2. The great object of this Act is to make Grammar Schools what they were intended to be, and what they ought to be,—namely: Intermediate Schools, between the Common Schools and the University Colleges—to prepare these pupils for matriculation into the University, who intend to acquire an University education—to impart to other pupils the higher branches of an English education, including the elements of French, for those who intend to engage in the various pursuits of life without entering the University—and also to impart a special prepara-

tory education to those who intend to become Surgeons and Civil Engineers.

3. It is upon this broad basis, and with these comprehensive and important objects in view that the programme of studies and regulations have been revised; and on these grounds they present strong claims to the liberal support of the counties and municipalities where they are established—not, in any way, being the rivals of the Common Schools, nor permitted to do Common School work, but to perform a higher educational work of the greatest importance to the advancement of the country, which can neither be done by the Common School on the one hand, nor by the College on the other.

4. The progress, institutions, professions and employments of our country, together with the influx of many well educated persons from other countries, render these intermediate Schools an indispensable necessity, if our native youth are to maintain their proper position in society, and if our country is to maintain its rank in comparison with other educating and progressive countries. But the Grammar Schools cannot accomplish the objects of their establishment without further aid in addition to that of the small Fund provided by the Legislature. No such schools ever did fulfil their mission by mere fees of pupils and a small Legislative grant, without liberal local support, unless they had a large independent endowment—which is not the case with the Grammar Schools of Upper Canada. The County Councils have, of late years, created a large number of Grammar Schools; and the authors of any off-spring ought not to leave it to languish and starve for want of support.

5. It appears from the returns of 1864, that to 49 of the 101 Grammar Schools some municipal aid had been granted last year; but the other 52 Grammar Schools have had no other resources than fees of pupils and the apportionment from the Grammar School Fund. It is not, therefore, surprising that so many of the Grammar Schools are little better than Common Schools, and some of them, both in accommodations and efficiency, inferior to the Common Schools in the same Town or Village. This ought not so to be. All reasonable men must admit that it is better to discontinue the Grammar Schools where there are no materials for their operations and support, and concentrate joint legislative and municipal appropriations upon a smaller number of good Grammar Schools than to dissipate these funds upon a large number of poor and needless schools. In order to remedy this evil to some extent, it has been provided that no Grammar School shall be entitled to share in the Grammar School Fund which has not proper accommodations provided for it, and an average attendance of at least ten pupils in one of the languages, for teaching which that Fund was originally created; and the *Sixth* section of the new Grammar School Improvement Act provides that "No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purposes as said Fund"—namely, for the salaries of Teachers.

6. The Act does not say in what way the proportionate sum from "local sources" shall be provided; but I would suggest that, as the County Council appoints one half of the Board of Trustees for the management of each Grammar School, the County Council should provide one half of the sum required by law to be provided from "local sources" as a condition of sharing in the Fund. But a higher and broader ground for this suggestion is, not only that the Grammar School is a national school and the country has a special interest in it, as has the country at large as evinced by the Legislative provisions for Grammar Schools, but a large number of rate payers in the Country do not send their children to the Common Schools, but to the Grammar and other Schools; yet their properties are largely assessed for providing Common School premises and for supporting Common Schools. It is but equitable, therefore, to these ratepayers—apart from other considerations—that a small portion, at least, of the school assessments in counties should go to support the one or more County Grammar Schools. It is to be recollected that the county school assessment forms but a small part of the assessments levied (by Municipal Coun-

cils and Trustees) in the county for School purposes; and it is only by the County Council granting some part of its school assessments in aid of Grammar Schools, that it can do justice to those ratepayers who have sent or are sending their children to the Grammar and to other than Common Schools, yet have paid assessments in all past years for the support of Common Schools. Therefore, upon these personal grounds of equity between different classes of ratepayers, as well as upon these broad, public and national grounds, I trust your County Council will aid in doing for the few Grammar Schools what has been so long and liberally done by all classes for the Common Schools.

7. Relying upon your intelligent and liberal co-operation (which you have so nobly evinced in regard to the Common Schools), and anxious to the utmost of my power to facilitate the exertions of your Grammar School Trustees, I will make and pay the apportionment for 1866 in aid of each Grammar School conducted according to law, without waiting for the payment of the proportionate sum required by law to be provided from local sources. The vital principle of our Common School system, and the most potent element of its great success, is this co-operation between the Legislature and each municipality in its support. Many municipalities have far exceeded the required conditions of the law in making provision for Common Schools; I trust, by a similar intelligence and liberality in regard to the Grammar Schools, it will soon be your happiness to see them, equally with the Common Schools, fulfilling their appropriate mission, and conferring inestimable blessings upon the country.

I have the honour to be, Sir,
Your very obedient servant,
E. RYERSON.

EDUCATION OFFICE, Toronto, 9th Nov., 1865.

3. CIRCULAR TO MAYORS OF CITIES IN UPPER CANADA.

ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,—I have the honour to transmit herewith, for the information of the Council over which you preside, a copy of the new Grammar School Improvement Act, the first section of which provides, that "Each city shall for all Grammar School purposes, be a County; and its Municipal Council shall be invested with all the Grammar School powers now possessed by County Councils; but when, and so long as, the only Grammar School in the County is situated within a City, the Council of such County shall appoint one half the Trustees of such Grammar School." The City of Kingston is the only city to which the latter clause of this section of the Act applies. The sixth section of the Act provides, that "The Grammar Schools

shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees equal at least to half the sum apportioned to each school, and expended for the same purpose as the said fund"—namely, for the payment of Teachers' salaries. I have suggested to the County Council, that as it jointly with your City Council appoints the Trustees, each Council should provide one half of the amount required to be raised from local sources. This may be done by making an appropriation from the clergy reserve moneys, or from the general funds of the municipality.

The new Act places your Grammar School wholly under the management of a Board of Trustees, appointed by your Council; and the object of the Act and of the recently revised Programme of studies is, to make your Grammar School what it ought to be, a High School for your City—an intermediate School between the Common Schools and the University—preparing pupils to matriculate into the University, either in arts, or law, or in the department of civil engineering, providing for intended surveyors their preliminary education, and imparting the higher branches of an English and commercial education to those youths whose parents do not wish them to study Greek or Latin. The progress and institutions of our country render such schools an indispensable necessity.

3. Considering, therefore, the objects and importance of your Grammar School, and that it is to be henceforth under the management of a Board of Trustees appointed by your Council, I confidently trust that nothing will be wanting on the part of your Council to provide as liberally for the accommodations and support of your Grammar School as you have for the accommodation and support of your Common Schools. Many of your citizens have never sent their children to the common schools, though their property has been largely taxed to provide for the accommodation and support of those schools. It is but just, therefore, to such citizens, apart from other higher and more public considerations, that a portion of your future School assessments should go to provide for the accommodation and support of your public Grammar School.

4. Relying upon your intelligent and liberal co-operation in regard to your Grammar School, and desirous of facilitating, as far as possible, the exertions of the Trustees which you may appoint, I will pay the apportionment to it in 1866, without waiting for the proportionate sum required by law to be provided from local sources. I trust your Grammar School will soon take its appropriate place among the public schools of your city—so honourable to the citizens and so hopeful for their offspring.

I have the honour to be,
Sir,
Your very obedient servant,
E. RYERSON.

EDUCATION OFFICE, Toronto, 12th Nov., 1865.

4. CIRCULAR TO MAYORS OF TOWNS, AND REEVES OF INCORPORATED VILLAGES IN UPPER CANADA,

ON THE NEW GRAMMAR SCHOOL IMPROVEMENT ACT.

SIR,

I have the honour to transmit you herewith—for the information of the Council over which you preside—a copy of the new Grammar School Improvement Act of 1865; by the second section of which your Council will, hereafter, have the appointment of one-half the members of the Board of Trustees for the Grammar School situated within your municipality. Your County Council still retains the appointment of the other half of the members. I enclose you herewith a copy of the Circular which I have addressed to your County

Council on this subject; and I beg to call the attention of your Council to the remarks contained in that Circular on the objects of the new Act, the relations and character of Grammar Schools, and the importance and obligations of providing for their support.

2. The sixth section of the Act provides, that "No Grammar School shall be entitled to share in the Grammar School Fund, unless a sum shall be provided, from local sources, exclusive of fees, equal at least to half the sum apportioned to such school, and expended for the same purpose of said fund"—namely, for the salaries of teachers. The Act does not prescribe any particular mode of providing this proportionate sum "from local sources;" but I have suggested that the County Council provide one half of it, as that Council appoints one half of the members of the

Board of Trustees; and I now take the liberty of suggesting that your Council, as it appoints the remaining half of the members of the Board, should provide the other half of the sum required from local sources—that is, one quarter of the sum which I shall apportion and pay to your Grammar School out of the fund provided by the Legislature for that purpose. Indeed, as the Grammar School is situated in your municipality, the expenditure for its support takes place there, and the greater part of its advantages are there enjoyed; and, moreover, as the property of many of your ratepayers, who send their children to the Grammar School, has long been taxed for your Common School purposes, I hope your Council will, upon the ground of equity between one rate-payer and another, as well as upon public grounds, liberally provide for the accommodations

and support of your Grammar School, as you have done for Common School accommodations and support; and especially as it is the object of the new Act, and of recent Regulations, to make the Grammar Schools what they ought to be, and what the progress and institutions of the country demand, viz.: intermediate schools between the Colleges and the Common Schools, doing work of the greatest importance, which cannot be done by either the Colleges or Common

Schools; imparting to the youth the higher branches of an English education; preparing students for the University; and giving the necessary preliminary education to those who wish to become surveyors and matriculate in the department of civil engineering in the University. The Programme of studies has been revised and adapted to promote these objects, as well as to provide a thorough commercial education. Thus your Grammar School may be made

truly and practically the High School of your municipality; and I earnestly hope that nothing will be wanting on the part of your Council to render it so, as, I can assure you, I will heartily co-operate with you in every way in my power for that purpose.

I have the honour to be, Sir
Your very obedient servant,
E. RYERSON.

EDUCATION OFFICE,
Toronto, 10th Nov., 1865.

5. REVISED PROGRAMME OF STUDIES, AND GENERAL RULES AND REGULATIONS FOR THE GOVERNMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Prescribed by the Council of Public Instruction under the authority of the Consolidated Grammar School Act of 1863, and of the Grammar School Improvement Act of 1865.

Approved by His Excellency the Administrator of the Government in Council, November, 1865.

PREFATORY EXPLANATION.

The twelfth section of the Upper Canada Consolidated Grammar School Act requires that, "In each County Grammar School provision shall be made for giving, by a teacher or teachers of competent ability and good morals, instruction in all the higher branches of a practical English and commercial education, including the Elements of Natural Philosophy and Mechanics, and also in the Greek and Latin languages, and Mathematics, so far as to prepare students for University College, or for any College affiliated to the University of Toronto,—according to a Programme of Studies, and General Rules and Regulations, to be prescribed by the Council of Public Instruction for Upper Canada, and approved by the Governor General in Council. And no Grammar School shall be entitled to receive any part of the Grammar School Fund, which is not conducted according to such Programme, Rules and Regulations." In the seventh clause of the twenty-fifth section of the Act (after providing for the union of the Grammar and one or more Common Schools in any Municipality) it is provided that "no such union shall take place without ample provision being made for giving instruction to the pupils in the elementary English branches, by duly qualified English teachers."

2. From these provisions of the law, it is clearly the object and function of Grammar Schools, not to teach the elementary branches of English, but to teach the higher branches alone, and especially to teach the subjects necessary for matriculation into the University. With a view to the promotion of these objects, and for the greater efficiency of the Grammar Schools, the Council of Public Instruction for Upper Canada, after mature deliberation, have adopted the following Regulations, which, according to the twelfth section, and the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Victoria, chapter 63, are binding upon all Boards of Trustees and officers of Grammar Schools throughout Upper Canada, with the exception of the Regulation in Section VIII., which is discretionary with the Head Master and Trustees.

SECTION I.—BASIS AND CONDITIONS OF APPORTIONMENT OF THE GRAMMAR SCHOOL FUND.

1. The Seventh Section of the Act for the further improvement of Grammar Schools provides as follows:—"The apportionment of the Grammar School Fund, payable half-yearly to the Grammar Schools, shall be made to each School conducted according to law, upon the basis of the daily average attendance at such Grammar School of pupils in the Programme of Studies prescribed according to law for Grammar Schools; such attendance shall be certified by the Head Master and Trustees, and verified by the Inspector of Grammar Schools.

2. After the first day of January, 1866, no Grammar School shall be entitled to receive any thing from the Grammar School Fund, unless suitable accommodations shall be provided for it, and unless it shall have a daily average attendance (times of

epidemic excepted) of at least ten pupils learning Greek or Latin; nor shall any other than pupils who have passed the preliminary and final entrance examinations, and are pursuing the yearly subjects of one of the two courses of Studies prescribed in the Programme, be admitted or continued in any Grammar School.

SECTION II.—ADMISSION OF PUPILS STUDYING GREEK AND LATIN INTO THE GRAMMAR SCHOOLS.

1. The examinations and admission of pupils by the Head Master of any Grammar School, shall be regarded as preliminary and provisional until the visit of the Inspector, who shall finally examine and admit all pupils to the Grammar Schools.

2. The regular periods for the admission of pupils commencing classical studies, shall be immediately after the Christmas and after the Summer Vacations; but the admission of those pupils who have already commenced the study of the Latin language, may take place at the commencement of each Term. The preliminary examinations for the admission of pupils shall be conducted by the Head Master; as also examinations for such Scholarships, Exhibitions and Prizes as may have been instituted by Municipal Councils as authorized by law,* or by other corporate bodies, or by private individuals. But the Board of Trustees may, if they shall think proper, associate other persons with the Head Master in the examinations for such Scholarships, Exhibitions or Prizes.

3. Pupils in order to be admitted to the Grammar School, must be able, 1. To read intelligibly a passage from any common reading book. 2. To spell correctly the words of an ordinary sentence. 3. To write a fair hand. 4. To work questions in the four simple rules of arithmetic. 5. Must know the rudiments of English Grammar, so as to be able to parse any easy sentence.

4. To afford every possible facility for learning French, girls may, at the option of the Trustees, be admitted to any Grammar School on passing the preliminary and final entrance examinations required for the admission of boys. Girls thus admitted will take French (and not Latin or Greek) and the English subjects of the classical course for boys; but they are not to be returned or recognized as pupils pursuing either of the prescribed Programmes of Studies for the Grammar Schools.

* The Upper Canada Consolidated Municipal Institutions Act, 22 Vict., chap. 54, section 286, enacts that the Municipal Council of each County, City and Town separated, may pass By-laws for the following purposes:

1. *Lands for Grammar Schools.*—For obtaining in such part of the County, or of any City or Town separated within the County, as the wants of the people may most require, the real property requisite for erecting County Grammar School Houses thereon, and for other Grammar School purposes, and for preserving, improving and repairing such School Houses, and for disposing of such property when no longer required.

2. *Aiding Grammar Schools.*—For making provision in aid of such Grammar Schools as may be deemed expedient.

3. *Pupils competing for University Prizes.*—For making permanent provision for defraying the expense of the attendance at the University of Toronto, and at the Upper Canada College and Royal Grammar School there, of such of the pupils of the Public Grammar Schools of the County as are unable to incur the expense but are desirous of, and, in the opinion of the respective Masters of such Grammar Schools, possess competent attainments for competing for any Scholarship, Exhibition, or other similar Prize, offered by such University or College.

4. For making similar provision for the attendance at any County

SECTION III.—PROGRAMME OF STUDIES FOR CLASSICAL PUPILS IN THE GRAMMAR SCHOOLS OF UPPER CANADA.

CLASS.	I. LATIN.	II. GREEK.	III. FRENCH.	IV. ENGLISH.	V. ARITHMETIC AND MATHEMATICS.	VI. GEOGRAPHY AND HISTORY.	VII. PHYSICAL SCIENCE.	VIII. MISCELLANEOUS.
FIRST, OR LOWEST.	Latin Grammar commenced. Arnold's 1st Latin Book.	None.	None.	Elements of English Grammar.	Arithmetic. Revise the four simple rules. Reduction and Decimal Currency. Begin Simple Proportion.	Outlines of Geography.	None.	Writing. Drawing. Vocal Music.
SECOND.	Latin Grammar continued. Arnold's 2nd Latin Book. Caesar commenced.	Greek Grammar commenced. Harkness' Arnold.	None.	Reading and Spelling.	Arithmetic. Revise previous work. Simple Proportion. Vulgar and Decimal Fractions. *Algebra. First four rules.	English History. Modern and Ancient Geography.	None.	Writing. Drawing. Vocal Music.
THIRD.	Cæsar continued. Virgil. Æneid, B. II commenced. Latin Prose Composition. Prosody commenced.	Greek Grammar continued. Harkness continued. Lucian. Charon.	Grammar and Exercises (DeFivas').	Grammar. Elements of Composition.	Arithmetic continued. Algebra. Fractions. Greatest Common Measure & Least Common Multiple. Simple Equations. †Euclid, B. 1.	English History continued. Ancient History. Ancient Geography.	Elements of Natural History.	Drawing. Vocal Music.
FOURTH.	Virgil. Æneid, B. II completed. Livy. B. II, ch. 1 to 15 inclusive. Latin Prose Composition. Prosody continued.	Lucian. Life. Xenophon. Anabasis, B. I, ch. 7, 8. Homer. Iliad, B. I.	Grammar and Exercises continued. Voltaire. Charles XII, B. I, II, III.	Grammar. Composition. Christian Morals and Elements of Civil Government.	*Algebra. Involution and Evolution. Theory of Indices and Surds; Equations, Simple, Quadratic and Indeterminate. †Euclid. Bb. I, II.	English History continued. History of Canada. Ancient Geography and History.	Elements of Natural Philosophy and Geology.	Drawing. Vocal Music. Book-keeping including a knowledge of Commercial Transactions.
FIFTH.	Cicero (for the Manilian law) Ovid. Heroides, I. and XIII. Horace. Odes, B. I. Composition in Prose and Verse.	Xenophon. Anabasis, B. 1, ch. 9, 10. Homer. Odyssey, B. IX. Previous subjects reviewed.	Corneille. Horace, Act IV. Review of previous subjects.		*Algebra. Progression and Proportion, with revision of previous work. †Euclid, Bb. III, IV.	Previous subjects Reviewed.	Elements of Physiology & Chemistry.	Drawing. Vocal Music. Telegraphy.

Explanatory Memoranda to the foregoing Programme.

1. The above Programme is to be regarded as the model upon which each school is to be organized, as far as practicable, and no departure from it can be allowed, unless sanctioned by the Council of Public Instruction, on the recommendation of the Inspector.
2. Pupils shall be arranged in classes corresponding to their respective degrees of proficiency. There may be two or more divisions in each class; and each pupil shall be advanced from one class or division to another, according to attainments in scholarship, without reference to time.
3. Vocal Music and Telegraphy are optional.

* Todhunter's or Sangster's.

† Potts' or Todhunter's.

SECTION IV.—ENTRANCE EXAMINATION AND PROGRAMME OF STUDIES FOR PUPILS NOT INTENDING TO STUDY GREEK OR LATIN.

1. Pupils desiring to become Surveyors, or to study for matriculation in the University of Toronto as students of Civil Engineering, or to study the higher English branches and French without taking Greek or Latin, must have obtained, before entering the Grammar School, such an acquaintance with the English branches as may be got in good Common Schools. Such pupils, before admission to the Grammar School, must pass an entrance examination in the following subjects:—

Arithmetic.—Proportion, with Vulgar and Decimal Fractions. (To be thoroughly understood.)

Geography.—An accurate knowledge of General Geography.

English Grammar.—The analysis and parsing of ordinary sentences.

2. The preliminary entrance examination to be conducted in the same way as that prescribed for other Grammar School pupils, and to have only a temporary force until the candidates for entrance are examined and finally admitted by the Inspector.

3. The course of study for pupils of the above classes to be as follows:

First Year.

- Arithmetic, from Fractions to end of the book.
- Algebra, to the end of Simple Equations.
- Euclid, Books I., II., III., IV., with definitions of Book V.
- Elements of Natural History (including Botany) and Physiology.
- French Grammar and Exercises.
- Voltaire's Histoire de Charles XII., Books I., II.
- Outlines of British History to the present time.
- English Grammar and Composition.
- Drawing from Copy.
- Book-keeping, including a knowledge of Commercial Transactions. Telegraphy (if desired).

Grammar School, for like purposes, of pupils of the Common Schools of the County.

5. *Endowing Fellowships.*—For endowing such Fellowships, Scholarships or Exhibitions, and other similar prizes, in the University of Toronto, and in the Upper Canada College and Royal Grammar School there, for competition among the pupils of the Public Grammar Schools of the County, as the Council deems expedient for the encouragement of learning amongst the youth thereof.

Second Year.

- Algebra continued.
- Euclid, Book VI.
- Elements of Chemistry and Natural Philosophy.
- *Nature and use of Logarithms.
- *Plane Trigonometry, as far as the solution of Plane Triangles.
- French Grammar and Exercises, continued.
- Voltaire's Histoire de Charles XII., Book III.
- Corneille's Horace, Act IV.
- Geography reviewed, and Map Drawing on the Black-board.
- History of Canada and of other British North American Provinces.
- English Composition.
- Christian Morals, and Elements of Civil Government.

SECTION V.—DUTIES OF THE HEAD MASTER AND TEACHERS.

1. Each Head Master and Teacher of a Grammar School shall punctually observe the hours for opening and dismissing the School; shall, during school hours, faithfully devote himself to the public service; shall see that the exercises of the school are conducted as stated in the preceding section; shall daily exert his best endeavours, by example and precept, to impress upon the minds of the pupils the principles and morals of the Christian Religion, especially those virtues of piety, truth, patriotism and humanity, which are the basis of law and freedom, and the cement and ornament of society.

2. Every Head Master shall keep the daily, weekly and quarterly register of his school, according to the forms and instructions authorized by law. In addition to which every Head Master shall keep, or cause to be kept, a class register in which are to be noted the class exercises of each pupil, so as to exhibit a view of the advancement and standing of such pupil in each subject of his studies. The Head Master shall also prepare the annual and semi-annual returns of his school required according to law.

3. The Head Master shall practise such discipline in his school as would be exercised by a judicious parent in his family; avoiding corporal punishment, except when it shall appear to him to be imperatively required; and in all such cases, he shall

* These subjects to be optional in the case of boys not preparing for Surveying, or for matriculation in the University in Civil Engineering.

keep a record of the offences and punishments, for the inspection of the trustees at or before the next public examination, when said record shall be destroyed.

4. For gross misconduct, or a violent or wilful opposition to his authority, the Head Master may suspend a pupil from attending at the school, forthwith informing the parent or guardian of the fact, and the reason of it, and communicating the same to the Chairman of the Board of Trustees. But no boy shall be expelled without the authority of the Board of Trustees.

5. When the example of any pupil is very hurtful to the school, and in all cases where reformation appears hopeless, it shall be the duty of the Head Master, with the approbation of the Board of Trustees, to suspend or expel such pupil from the school. But any pupil under this public censure, who shall express to the Head Master his regret for such course of conduct, as openly and as explicitly as the case may require, shall, with the approbation of the Board and Head Master, be re-admitted to the school.

6. The Trustees having made such provisions relative to the school house and its appendages, as are required by the fifth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 63, it shall be the duty of the Head Master to give strict attention to the proper ventilation and temperature, as well as to the cleanliness of the school house; he shall also prescribe such rules for the use of the yard and out-buildings connected with the school house, as will ensure their being kept in a neat and proper condition; and he shall be held responsible for any want of neatness and cleanliness about the premises.

7. Care shall be taken to have the school house ready for the reception of pupils at least *fifteen minutes* before the time prescribed for opening the school, in order to afford shelter to those that may arrive before the appointed hour.

SECTION VI.—DUTIES OF PUPILS.

1. Pupils must come to the school clean in their persons and clothes.

2. Tardiness on the part of pupils shall be considered a violation of the rules of the school, and shall subject the delinquents to such penalty as the nature of the case may require, at the discretion of the Head Master.

3. No pupil shall be allowed to depart before the hour appointed for closing school, except in case of sickness or some pressing emergency; and then the Head Master's consent must first be obtained.

4. A pupil absenting himself from school, except on account of sickness, or other urgent reason satisfactory to the Head Master, forfeits his standing in his class and his right to attend the school for the term.

5. No pupil shall be allowed to remain in the school, unless he is furnished with the books and requisites required to be used by him in the school; but in case of a pupil being in danger of losing the advantages of the school by reason of his inability to obtain the necessary books or requisites through the poverty of his parent or guardian, the Board of Trustees have power to procure and supply such pupil with the books and requisites needed.

6. The tuition fees, as fixed by the Board of Trustees, whether monthly or quarterly, shall be payable in advance; and no pupil shall have a right to enter or continue in the school or class until he shall have paid the appointed fee.

SECTION VII.—TERMS, VACATIONS, DAILY EXERCISES AND HOLIDAYS.

1. There shall be four Terms each year, to be designated, the Winter, Spring, Summer and Autumn Terms. The Winter Term shall begin the seventh of January, and end the Tuesday next before Easter; the Spring Term shall begin the Wednesday after Easter, and close the last Friday in June; the Summer Term shall begin the second Monday in August, and end the Friday next before the fifteenth of October; the Autumn Term shall begin the Monday following the close of the Summer Term, and shall end the twenty-second of December.

2. The Exercises of each day shall not commence later than 9 o'clock, a.m., and shall not exceed six hours in duration, exclusive of all the time allowed at noon for recreation, and of not more than ten minutes during each forenoon and each afternoon. Nevertheless, a less number of hours for daily teaching may be determined upon in any Grammar School, at the option of the Board of Trustees.

3. Every Saturday shall be a holiday; or if preferred by the Board of Trustees and Head Master of any Grammar School, the afternoons of Wednesday and Saturday in each week shall be half holidays. The anniversary of the Queen's birth day shall be a holiday in all the Grammar and Common Schools of Upper Canada.

4. The public half-yearly examinations required to be held in each Grammar School by the eighth clause of the twenty-fifth section of the Consolidated Grammar School Act, 22 Vict., cap. 63, shall take place, the one immediately before the Christmas Holidays, and the other immediately before the Summer vacation.

5. [Union Grammar and Common Schools are subject to the regulations affecting holidays and vacations in Grammar Schools.]

6. Any teacher of a Grammar or Common School shall be entitled to five of the ordinary school-teaching days of each year to be selected by such teacher, for the purpose of visiting and observing the methods of classification, teaching and discipline practised in other schools than that in which he or she teaches.*

SECTION VIII.—OPENING AND CLOSING EXERCISES OF EACH DAY.

1. With a view to secure the Divine blessing, and to impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommend that the daily exercises of each Grammar School be opened and closed by reading a portion of Scripture and by Prayer. The Lord's Prayer, alone, or the Forms of Prayer hereto annexed, may be used, or any other prayer preferred by the Board of Trustees and Head Master of each Grammar School. But it is suggested that the Lord's Prayer form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil should be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the Head Master of the School.

FORMS OF PRAYER RECOMMENDED.

1. BEFORE ENTERING UPON THE BUSINESS OF THE DAY.

Let us pray.

O Lord, our Heavenly Father, Almighty and Everlasting God, who hast safely brought us to the beginning of this day, defend us in the same by Thy mighty power; and grant, that this day we fall into no sin, neither run into any kind of danger, but that all our doings may be ordered by Thy governance, to do always that is righteous in Thy sight, through Jesus Christ our Lord. *Amen.*

O Almighty God, the giver of every good and perfect gift, the fountain of all wisdom, enlighten, we beseech Thee, our understandings by Thy Holy Spirit, and grant, that whilst with all diligence and sincerity we apply ourselves to the attainment of human knowledge, we fail not constantly to strive after that wisdom which maketh wise unto salvation; that so, through Thy mercy, we may daily be advanced both in learning and godliness, to the honor and praise of Thy name, through Jesus Christ our Lord. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of Our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

* Each Grammar and Common School Master and Teacher must give at least one week's notice to the Trustees; and, in addition, the Grammar School Master must communicate with the Educational Department, so that he may not be absent during the visits of the Inspector to his School. In order that no loss of apportionment may accrue to any school in consequence of the Master's absence under this regulation, a proportionate amount of average attendance will be credited to the school for the time so employed by the teacher; but under no circumstances can lost time be lawfully made up by teaching on any of the prescribed holidays or half holidays, nor will such time be reckoned by the Department.

II. AT THE CLOSE OF THE BUSINESS OF THE DAY.

Let us pray.

Most Merciful God, we yield Thee our humble and hearty thanks, for Thy Fatherly care and preservation of us this day, and for the progress which Thou hast enabled us to make in useful learning: we pray Thee to imprint upon our minds whatever good instructions we have received, and to bless them to the advancement of our temporal and eternal welfare; and pardon, we implore Thee, all that Thou hast seen amiss in our thoughts, words and actions. May Thy good Providence still guide and keep us during the approaching interval of rest and relaxation, so that we may be thereby prepared to enter on the duties of the morrow, with renewed vigor, both of body and mind; and preserve us, we beseech Thee, now and ever, both outwardly in our bodies, and inwardly in our souls, for the sake of Jesus Christ, Thy Son, Our Lord. *Amen.*

Lighten our darkness, we beseech Thee, O Lord; and by Thy great mercy, defend us from all perils and dangers of this night, for the love of Thine only Son, Our Saviour, Jesus Christ. *Amen.*

Our Father, which art in Heaven, hallowed be Thy Name, Thy Kingdom come, Thy will be done in Earth, as it is in Heaven; give us this day our daily bread; and forgive us our trespasses, as we forgive them that trespass against us; and lead us not into temptation; but deliver us from evil; for Thine is the Kingdom, the Power, and the Glory, for ever and ever. *Amen.*

The Grace of our Lord Jesus Christ, and the Love of God, and the Fellowship of the Holy Ghost, be with us all evermore. *Amen.*

SECTION IX.—DUTIES OF THE INSPECTOR OF GRAMMAR SCHOOLS.

1. *Admission of Pupils.*—It shall be the duty of the Inspector, not only to examine the Grammar Schools as heretofore, but to examine and finally to admit all pupils into the schools, according to one of the entrance examinations prescribed, and to ascertain by careful investigation, how far each Grammar School is fulfilling the conditions of the law and is conducted as the law and general regulations require, and to report forthwith to the Chief Superintendent, any case of failure or delinquency in these respects.

2. *Inquiries of Inspector.*—It shall also be the duty of the Inspector of Grammar Schools to visit each Grammar School in the course of the year, and to make enquiry and examination in such manner as he shall think proper, into all matters affecting the character and operations of the school, and especially in regard to the following things:

a. *Mechanical Arrangements.*—The tenure of the property; the materials, plans and dimensions of the buildings; when erected and with what funds built; neighbourhood; how lighted, warmed and ventilated; if any class rooms are provided for the separate instruction of part of the pupils; if there is a lobby or closet for hats, cloaks, book-presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

b. *Means of Instruction.*—The books used in the several classes, under the heads of Latin, Greek, English, Arithmetic, Geography, &c.; the apparatus provided, as maps, globes, blackboards, models, cabinets, library, &c.

c. *Organization.*—Arrangement of classes; whether each pupil is taught by the same teacher; if any assistant or assistants are employed; to what extent; how remunerated; how qualified.

d. *Discipline.*—Hours of attendance; usual ages of pupils admitted; if the pupils change places in their several classes; or whether they are marked at each lesson or exercise, according to their relative merits; if distinction depends on intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporal punishments are employed; if so, their nature, and whether inflicted publicly or privately; what other punishments are used; management in play hours; whether attendance is regular; what religious exercises are observed; and what religious instruction is given, if any.

e. *Method of Instruction.*—Whether mutual, or simultaneous, or individual, or mixed; if mutual, the number of monitors, their attainments, how appointed, how employed; if simultaneous, that is by classes, in what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what extent the intellectual,

or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the various lessons are tested—by individual oral interrogation—by requiring written answers to written questions, or by requiring an abstract of the lesson to be written from memory.

f. *Attainments of Pupils.*—1. *Reading and Spelling;* whether they can read with ordinary facility only, or with ease and expression. Art of reading, as prescribed in the programme—meaning and derivation of words; whether they can spell correctly. 2. *Writing;* whether they can write with ordinary correctness, or with ease and elegance. 3. *Drawing;* linear, ornamental, architectural, geometrical; whether taught, and in what manner. 4. *Arithmetic;* whether acquainted with the simple rules, and skilful in them; whether acquainted with the tables of moneys, weights, measures, and skilful in them; whether acquainted with the compound rules and skilful in them; whether acquainted with the higher rules and skilful in them; 5. *Book-keeping.* 6. *English Grammar and Composition;* whether acquainted with the rules of orthography, parts of speech, their nature and modifications, parsing, composition; whether acquainted with the grammatical structure and excellencies of the language by frequent composition in writing, and the critical reading and analysis of the English classic authors, in both prose and poetry. 7. *Geography and History;* whether taught as prescribed in the official programme, and by questions suggested by the nature of the subject. 8. *Christian Morals and Elements of Civil Government;* how far taught, and in what manner. 9. *The Languages—Latin, Greek and French;* how many pupils in each of these languages; whether well grounded in an accurate knowledge of their grammatical forms and principles; their proper pronunciation, peculiar structure and idioms, and whether taught by oral and written exercises and compositions in these languages as well as by accurate and free translations of the standard authors. 10. *Algebra and Geometry;* how many pupils and how far advanced in; whether they are familiar with the definitions, and perfectly understand the reason, as well as practice, of each step in the process of solving each problem and demonstrating each proposition. 11. *Elements of Natural Philosophy and Chemistry,* as prescribed in the programme; whether taught; what apparatus for teaching them; how many pupils in each. 12. *Vocal Music;* whether taught, and in what manner.

g. *Miscellaneous.*—How many pupils have been sent from the school to, and how many are preparing for matriculation in some University. 2. Whether a register and visitor's book are kept, as required by the regulations, and whether the trustees visit the school. 3. Whether the pupils have been examined before being admitted to the school, and arranged in forms and divisions, as prescribed by the regulations; and whether the required public examinations have been held. 4. What prizes or other means are offered to excite pupils to competition and study. 5. How far the course of studies and method of discipline prescribed according to law, have been introduced, and are pursued in the school; and such other information in regard to the condition of the schools as may be useful in promoting the interests of Grammar Schools generally.

EDUCATION OFFICE,
Toronto, 1st Dec., 1865.

III. Biographical Sketches.

No. 61.—RIGHT HONOURABLE LORD VISCOUNT PALMERSTON.

To write Lord Palmerston's life is almost to write a history of England since 1806, for in that year he commenced his political career as a conservative candidate for Cambridge University, in opposition to Lord William Petty (the late Marquis of Lansdowne) who had been chosen by the Whigs to succeed William Pitt as Chancellor of the Exchequer. He was then little more than 21, having been born in October, 1784, at Broadlands, Hants. Had he therefore died two days later he would have been 81 years old. He is descended from a younger branch of the Temples of Stowe, the

founder of which was Secretary to Sir Philip Sidney, and settled in Ireland in 1609. The celebrated Sir William Temple was this man's grandson, and uncle to the first Lord Palmerston, created a Peer of Ireland in 1722. The father of Lord Palmerston had no issue by his first wife, who was "the daughter of a Cheshire baronet." He married again, the only daughter of Benjamin Mee, a Dublin hatter—into whose house the second Viscount, having been thrown from his horse in the street, was carried at sore need; and they say that the daughter of the hatter, having nursed the widower peer while he lay helpless from his grave injuries, was very naturally fallen in love with and married. There was that in the "happy" humours and unwavering success of Lord Palmerston which seemed to show that his mother was nowise unworthy of her illustrious child. The last Viscount commenced his studies at Harrow, thence went to Edinburgh, studying there under Dugald Stewart, and finally took his degree at Cambridge as a member of St. John's College in 1806. He had succeeded to the title about three years previously, but by the act of Union had been deprived of his seat in the Irish Parliament as a hereditary legislator. He had his choice of waiting for the slow chances of election as an Irish Peer to the House of Lords, or to seek at once the suffrages of the people, and thus enter the House of Commons. To a man of his ardent temperament the choice was not difficult, and for nearly 59 years he has served the English people in Parliament. It is about 58 years since he commenced his official career. Such a length of service is, we believe without a parallel. A man with such vast stores of experience, with an intellect still unblemished by senility, was a treasure to the statesmanship of any country, the loss of which may well be mourned with most profound regret. In 1800 he succeeded Lord Castlereagh as Secretary at War, a post he continued to fill uninterruptedly for ten years, in the Cabinets of Mr. Percival, Lord Liverpool, Mr. Canning, Lord Goderich, and the Duke of Wellington. It has often been noticed, as marking his official connection with a past generation, that it was he who signed the order for the detention or departure of the first Napoleon. In 1828 he went into opposition, and soon allied himself thoroughly with the Whigs. He fought the battle with them till, in 1830, they secured office, when he was given the office of Foreign Secretary in Earl Grey's cabinet. There he followed as closely as possible the doctrines he had learned from his late colleague and chief—Canning; and those principles have, for the most part, guided British foreign policy from that day to this. From November, 1830, till September, 1841—with the exception of a brief interval in 1834-5, he held the place of Foreign Secretary, and again from July, 1846, till December, 1851. During the first period he procured the recognition of the independence of Belgium, and obtained an alliance with France whereby the constitutional governments of Spain and Portugal were protected from the designs of the Holy Alliance. Between 1835 and 1841 his most notable achievement was the alliance for the protection of the integrity of Turkey. But everywhere there was felt to be unceasing activity in British diplomacy; everywhere British influence was felt. While out of office he made a memorable attack upon Lord Aberdeen's and Lord Ashburton's sacrifice to the grasping spirit of the United States in the treaty for the settlement of the boundary question. During the revolutionary period included in his term of office from 1846 to 1851, he had to guide British diplomacy through perilous times, and did so successfully, by acting steadily on the principle that each people had a right to shape its own destiny, always lending the weight of British influence to attempts to evoke constitutional government out of despotism, or order out of anarchy, without, however, committing his country to the defence of any dynasty or any form of government. There was the true distinction between the Præ-Canning and the Canningite foreign policy. In 1851 he promptly recognized the *coup d'état* by which Louis Napoleon secured himself upon the Imperial throne of France. This cost him his office. There followed the fall of the Ministry, and the first Derby administration, followed by the Aberdeen coalition cabinet, in which he took office as Home Secretary, under his old rival in foreign affairs. This continued until 1855, when the break down in the conduct of the war occurring, the cabinet broke up, and almost the unanimous feeling of the country was, that Lord Palmerston was the one man specially fitted to guide the ship through the troubled sea in which it was laboring so heavily. Accordingly, he became in that year, after forty-eight years of public service, Prime Minister—continuing in office till 1858, when Lord Derby again took office; not for long, however, for when Lord Russell tripped up Lord Derby, Lord Palmerston, not he, became again first Minister, and has continued in that office until his death. During this latter period, although not in immediate control of Foreign Affairs, his principles have generally prevailed. Long ago Lord Palmerston had proved his sympathy with Gladstone in his denunciation of the Neapolitan tyranny, by enclosing his famous letters on the subject in diplomatic circulars to all the agents of Great Britain in Europe. So when Garibaldi

overturned that dynasty, the sympathy of Lord Palmerston was with him, and afterwards he recognized the validity of the claim of the Hungarian people to be governed according to their ancient Constitution, and he procured the release of Kossuth by the Sultan, spite of the bullying of Russia and Austria. He also held that Austria had not governed the Lombards and Venetians in the manner stipulated for, when those provinces were handed over by the rest of Europe to her safe keeping. The sympathies of Britain with the Italians in the formation of their new kingdom, have been unhesitatingly manifested. And on the Danish question there was a profound feeling aroused, alike by the hardship of the case, by the recent royal marriage, and by the very strong apparent pledges made to Denmark by Earl Russell. It is asserted that it required all the influence of his colleagues, long and persistently used, to induce Lord Palmerston to consent to submit to the bullying and rapacity of Prussia. He clung to some traditions of his long and active public life with wonderful and most fortunate tenacity. He believed that if other nations remained armed, Britain could not afford to disarm. He believed she could not allow any nation to become possessed of a larger and more powerful fleet than she had, and maintain her rank among the powers of the first rank in Europe. He believed that her small army and raw volunteers would fight best behind fortifications, and that it was madness to leave the approaches to her capital and her chief naval arsenals undefended. He believed that the honour of Britain was concerned in the protection of her colonies, her interests in their retention. On the Colonial question his views were to colonists of special importance. We may regret his loss now, as one true to us and our interests, as portions of the empire. When Messrs. Mills, Adderley, and Roebuck led the assault upon Canada in 1862, and some spoke about giving us up unless we behaved ourselves better, Lord Palmerston defended the Canadians, and rebuked the Anti-Colonial connection speakers. Again, in the very last session, in one of his last speeches—if not the last he made in Parliament—he spoke of the defence of Canada, declaring it to be "a question which affects the position and character, the honour, the interests, and the duties of this great country." He indignantly repudiated the idea that Canada could not be defended. Lord Palmerston had little genius apparently. He was not a very profound political philosopher; never seemed to work deep down into the heart of things. Despite all this, he has since the death of "The Duke" wielded more influence than any other man in Britain, and at times he competed with "The Duke" for the credit abroad of being Britain's representative man. All over the globe his name was invoked as the symbol of English generosity and English omnipotence. The Bedouin of the desert recognized in Palmerston Pasha a being whom Allah had endowed with more than mortal power. The negro on the Guinea Coast knew that Palmerston was his friend, and worked day and night against slavery. Brown in the backwoods of America, or in the gardens of Siam, felt that he had an infallible safeguard if he had Palmerston's passport to show. Palmerston, it was imagined, would move the whole force of the British empire in order that this Brown—*Civis Romanus*—might not be defrauded of his Worcester sauce amid the ice of Siberia, or of his pale ale on the Mountains of the Moon. He could do anything, and he would do everything. Nothing great was accomplished without being attributed to him. He was supposed to have his pocket full of constitutions, to have a voice in half the cabinets of Europe, to have monarchs past reckoning under his thumb. He humbled the Shah, he patronized the Sultan, he abolished the Mogul, he conquered the Brother of the Sun, he opened to the world the empire which had been walled round for centuries by impregnable barriers, he defied the Czar, and the Emperor of the French felt safe when he received the assurances of the brilliant Foreign Secretary. His great qualities were sagacity and tact, a winning *bonhomie* towards his friends, a bold, manly, defiant front to foes. These, added to his vast experience, and his knowledge of affairs derived thence, made up his state-craft; and these made him a statesman in the true sense of the word. There was no empiricism about him. He leaves but two men in Europe behind him with a like prestige for sagacity—King Leopold and the Emperor Napoleon.—*Montreal Gazette.*

OFFICES HELD BY THE LATE LORD PALMERSTON.

The following table gives the Ministerial offices held by the late Lord Palmerston during his extraordinarily protracted and successful life:

Secretary of War.....	from 1809 to 1828
“ State for Foreign Affairs	1830 to 1841
“ “ “ again	1846 to 1851
“ for Home Department.....	1852 to 1855
First Lord of the Treasury.....	1855 to 1858
“ “ “	1859 to 1865
Total.....	46 years.

LORD PALMERSTON AS A STUDENT.

Peter Bayne, writing to the *Watchman & Reflector*, says that when Sir Wm. Hamilton was editing the works of Dugald Stewart, and could find no trace among his manuscripts of his Lectures on Political Economy, he was supplied with verbatim notes of the whole course by Lord Palmerston, who had taken them in shorthand, when a student at Edinburgh, and afterwards written them fairly out. As Mr. Bayne remarks, "A more laborious operation one can scarcely conceive," and the fact may well impress some of our pigmy students with the means by which greatness is achieved.

IV. Papers on Meteorology.

1. METEOROLOGY IN UPPER CANADA.

In 1850, Mr. Hincks introduced into Parliament an act, embodying a clause for the purpose of promoting the taking of meteorological observations in Upper Canada, in connection with the Grammar Schools of the Country. The clause was the suggestion of Col. Lefroy, who was connected with the observatory at Toronto, and who urged upon the attention of Dr. Ryerson, the importance of the subject. The clause, after setting out the importance of directing attention to natural phenomena, and encouraging habits of observation, as likely to induce a better knowledge of the climate and meteorology of Canada, and be serviceable to agriculture and other pursuits, and of value to scientific enquirers, made it incumbent upon each County Council to supply to the Senior Grammar School of the County certain instruments which were enumerated. The Bill did not pass until 1853, and arrangements were subsequently made by Dr. Ryerson, in London, to procure the instruments—in the selection of which, he had the assistance of Col. Lefroy, and these instruments were furnished to Counties at a very reasonable rate. Many of the Grammar Schools at once availed themselves of this offer, and for some years past observations have been taken at different points in the Province which have been compiled from time to time, and published in the *Journal of Education*.

We are glad to learn that the importance of this subject has continued to engage the attention of the educational department and of the government. They have never lost sight, as Mr. Hodgins remarked in a paper read by him before the Canadian Institute some years ago, of the great practical importance to a new and partially settled country, of establishing, early in its history, before its physical condition is materially changed, a complete and comprehensive system of meteorological observation, by which may be tested theories in physical science which are yet unsettled, and by which may be solved questions relating to natural phenomena which have long remained among the sealed mysteries of nature. The observations thus far have been, in the main, taken by the Principals of Grammar Schools, where they have been taken at all, without remuneration, as a mere labour of love; and it is due to the Principal of the Hamilton Central School, to say that for some years he has steadily, and without fee or reward, kept observations which have been regularly transmitted to the department at Toronto, and has thus contributed to the aggregate of scientific information in its possession.

Recently, the Department has brought under the attention of the Government the importance of systematising this class of information by the establishment of regular stations throughout the country, under the supervision of gentlemen paid for their trouble, and thus under some more direct responsibility than could reasonably be imposed when no remuneration was granted. The suggestion was that ten stations should be established so distributed throughout the country as to afford the most complete information relative to the climatic feature of the whole Province, which in addition to the observatories at Toronto and Kingston, make twelve in all. The points selected were, beginning at the extreme west, Windsor, Goderich, Stratford, Simcoe, Barrie, Hamilton, Peterborough, Belleville, Pembroke and Cornwall; that is, two stations on Lake Erie, one on Lake Huron, three on Lake Ontario, one on Lake Simcoe, one on the Ottawa river, one on the Bay of Quinte, one on the St. Lawrence, near the eastern extremity of the Province, and two in the interior of the country. A glance at the map will show that these stations have been admirably selected, and that a compilation of the reports from each, will afford a complete statement of the peculiarities of climate which exist in Upper Canada. The Government has acceded to the suggestion of the Department, and by an order in Council of the 29th November last, these stations have been legally and fully recognised. The gentlemen in charge of them will hereafter receive a slight remuneration—fifty cents a day we believe is the sum—which has been set apart out of the Grammar School fund for the purpose.

For some years the information compiled by the educational de-

partment from such returns as were in their possession, have been, at the request of that body, regularly transmitted to the Smithsonian Institution at Washington, by whom they have been introduced in their reports. The Committee of the House of Assembly on emigration have also received the returns, as being of great value in illustrating the peculiarities of the country, and removing those prejudices against its climate which have existed, even among educated people at home, in such exaggerated forms; and within the last fortnight, the Department of Royal Engineers have applied to be furnished with the returns, and will hereafter receive them, for use in considering and arranging questions of defence. These facts indicate, perhaps better than anything which we could say upon the subject, the importance of these researches to this country, and we are sure every one will learn with pleasure, that the work begun so many years ago under the suggestion of the learned Col. Lefroy, and promoted with so much zest by the gentlemen at the head of the Educational Department in Upper Canada, is now in a fair way of being systematised and fully accomplished. Every enlightened country in Europe is now diligently prosecuting enquiries into this most important branch of scientific study; and it is a source of pride and satisfaction to us that in this, as in every other department of scientific pursuit, Canada is worthily emulating the older and more advanced countries of the old world.—*Hamilton Spectator*.

2. GENERAL METEOROLOGICAL INSTRUCTIONS.

The French *Association Scientifique* has indeed commenced work with a will, and, although under M. Le Verrier's energetic administration it already deals with a much wider field of scientific inquiry than was at first administered, *meteorology*, its first love, will not be forsaken. The following instructions have been drawn up with the full knowledge that, although an organization of meteorological observations upon a uniform plan would be very desirable, this advantage cannot be completely attained at present. Observations are most frequently made by people who are willing to devote to them the time which is left at their disposal by other occupations; to that a system of invariable hours would deprive science of the assistance of a great number of earnest and devoted observers. The duty of the Association is, therefore, to endeavour to utilize what is now done by at once reforming whatever is defective and constantly labouring to perfect the general work. Not attempting to teach meteorology, or even the use of instruments, to those who have no notion of this science theoretically or practically, they desire to call the attention of observers to the precautions necessary for the avoidance of certain errors of almost universal occurrence. Hence the following code, in which, doubtless, will be found several hints useful to amateurs on this side the Channel, besides which it is interesting to compare the *modus operandi* recommended with that adopted among us.

Commencing with instruments, we learn that the Association will do for France what Kew does for England. Instruments which may be entrusted to it for comparison with the standards will be returned with a report of the verifications to which they have been subjected. The simple instruments of which they recommend the employment consist of a barometer, some thermometers, and a rain-gauge.

Barometer.—This instrument, they recommend, should be placed in a room the temperature of which varies as little as possible, and where the sun cannot reach it. It is necessary at each observation, after levelling the mercury of the cistern to the extremity of the ivory point, to give it several slight blows or shocks, in order to give the capillarity its normal value. The reading of the thermometer with which the instrument is furnished is indispensable for the reduction of the pressure to 0° C. When once in place, it should not be removed, except in case of necessity. The exact verification of a barometer already in use for observations should be made on the spot by a person furnished with an instrument which has long been tested.

Thermometers.—Observers are recommended to employ, as much as possible, thermometers graduated upon the tube itself. These are the most exact and the most certain. The reservoir should be cylindrical, and its diameter should not exceed five millimètres. Those which have the stem enamelled on one side are the easiest to read; but their course is sometimes less regular. Rutherford's minimum thermometer generally acts very well. It should be placed in a horizontal position, or very slightly raised at the ends opposite the reservoir; but in this case especial care must be taken to prevent its being agitated by the air, as this movement may cause a displacement of the index. The maximum thermometer of Negretti and Zambra is the most simple to experiment on and observe. There are several other maximum thermometers; but some of these require very delicate observation, and others are subject to derangements which render them useless. All thermometers must have a

sufficient range to indicate the extremes of temperature that may occur at each station. In connexion with this it must not be forgotten that a cold of $-23^{\circ}8$ C. ($10^{\circ}8$ F.) was observed at Agen on the 16th January, 1830, and $-31^{\circ}3$ C. ($-24^{\circ}3$ F.) at Pontarlier on the 14th December, 1846. All thermometers being liable for some years after their construction to a displacement of their zero, it is indispensable that observers should verify this point by means of melting ice two or three times a year at first, and afterwards once a year. The position to be given to the thermometers constitutes the greatest difficulty of meteorological observations. Sufficient attention has not hitherto been paid to it; and this is the principal cause of the divergent results obtained at places very near each other. In order that a thermometer should indicate the true temperatures of the air, it should be placed in an open space of considerable extent, at the greatest possible height (at least two or three metres) above a soil covered with grass. Its shelter should be formed of two boards or plates of zinc placed parallel to each other, at a distance of 1 decimètre (4 inches), inclined 30° towards the south, and about 1 metre square, the upper board or plate extending beyond the lower one in every direction. Those who may adopt an arrangement of this kind for observations at stated hours of the morning and evening should also place some screens to the east and west, in order to shelter their thermometers from the rays of the sun, but in such a manner as to present no hindrance to the movements of the air.

But most meteorologists make their observations in towns, where it is very difficult to obtain a position at all suitable. In this case the least unfavourable position must be selected. At a window in the streets of a town the temperatures obtained are necessarily erroneous; but they are particularly so at certain hours, according to the season and the direction of the street. For example, those of 9 a.m. in summer will be much exaggerated if the window has a north-north-east instead of a due north exposure. In wide courts the maxima are much too high, whilst in narrow courts into which the sun never penetrates they are often too low. In the last conditions of exposure the minima are about $1^{\circ}5$ C. ($2^{\circ}7$ F.), and the extreme minima 3° or 4° C. (4° — 7° F.) too high. In order that the temperatures obtained at a window may be of some value, the window must face the north pretty accurately; and it should have before it an open space of considerable extent. But it must not be forgotten that this situation can only give factitious temperatures higher than those of the country, and that it is beyond the power of the observer to remedy this inconvenience. They render the supposed differences of temperature between neighbouring towns and the changes taking place in the same place in course of years completely illusory. The errors being generally errors of diminution, the mean temperatures appear to decrease almost everywhere.

The exact knowledge of the conditions in which the thermometers are placed will allow us to take into account the inevitable errors which they induce. We cannot, therefore, too strongly recommend observers to describe exactly the situation of the places in which they observe, and even to give detailed plans of them. Those observers who reside in towns will find it very useful to place maximum and minimum thermometers in the open country in the manner already described; the numbers furnished by these, compared with those obtained in the town, will determine the error of the latter. Very useful indications may be obtained even when the comparison is made only two or three times a week, provided it is extended throughout the seasons; the observations must be continued longer in proportion as they are less frequent. A small thermometer suspended in a sling (*tourné en fronde*) may also be employed for verifying the indications of a fixed thermometer, the excess of the latter over the sling thermometer being greater in proportion as its position is defective.

It would be interesting to trace the slight variations of temperature occurring in wells and springs, especially those which can be reached near their source. It is sufficient in general to observe these waters once a month; their minimum of temperature is about the vernal equinox, and their maximum towards the autumnal equinox.

Humidity of the Air.—The moistened thermometer must be placed a few centimètres from the dry thermometer and in an identical position. The fine linen or muslin with which its bulb is covered must be kept very moist in all parts; when this condition is not fulfilled, especially during hot and dry weather and high winds, the hygrometric degree appears much too high.

Rain Gauge.—The instrument destined to give the depth of rain which has fallen must be at least twenty centimètres (about eight inches) in diameter. The most convenient are those in which the funnel is continued below into a cylinder, furnished with a glass tube on one side, and in which the rainfall is decupled. The rain-gauge should be placed in an open space, far from high walls and buildings, but not too much exposed to the wind. It should not be elevated more than six or seven feet (one or two metres) above the

ground. It is a good plan to enclose the reservoir of the rain-gauge in a wooden box, in which, during frost or snow, one or two small oil lamps may be placed. This method, besides preserving the rain-gauge, has the great advantage of giving exactly all the snow which falls upon the funnel. This snow adheres to the funnel and melts upon it, and cannot be carried off by the wind.

Rain-gauges are often placed upon roofs: but this position is very defective, and should not be adopted unless no other arrangement is possible. In this case the resulting error should be determined by comparisons with a rain-gauge placed as just described. The error is particularly important at times and in places where high winds prevail.

Choice of Hours of Observation.—This is a matter of great importance. It is a little complicated by the circumstance that it should equally suit both the thermometer and the barometer. It is desirable, moreover, that the observations should assist in the great general work carried on by all the meteorologists of Europe, of which a *résumé* appears in the *Bulletin International de l'Observatoire*. This investigation rests specially upon the observations of 8 a.m. in winter and 7 a.m. in summer. The system of hours, which is in all respects preferable (irrespective of the observations of seven or eight o'clock), consists in observing all the instruments at 4h. 10m. morning and evening, as it gives perfect means of the temperature, humidity, tension of vapour and atmospheric pressure, and also the two maxima and the two minima of the latter, the minima and the maxima of temperature being furnished by the index thermometers. Four o'clock in the morning being an inconvenient hour, observers may substitute for it six, seven, or eight o'clock a.m. at their pleasure, giving the preference to the earliest hour. In this way the true means are certainly not obtained, but the slight error caused by the alteration of the morning hour of observation may be corrected in the monthly means. Six o'clock in the morning and two and ten o'clock p.m., or 7 a.m. and 2 and 9 p.m. will also furnish a good system of observations, which, however, should not be adopted, except when a long series of observations has already been made upon the same model. In any case the observation of the maximum and minimum of temperature should never be neglected.

We pass over the instructions relative to the recording of winds and general atmospheric conditions; the necessity of noting all uncommon atmospheric perturbations with the greatest care is, of course, strongly insisted on.

The "Meteorological Journal" is a *sine qua non*, and the *Association Scientifique* volunteer to suggest forms to suit the requirements of all observers on the receipt of information as to the hours chosen for observation and the instruments which it is intended to employ. *The Reader.*

V. Departmental Notices.

1. DEPARTMENTAL REGULATIONS FOR THE METEOROLOGICAL STATIONS OF UPPER CANADA.

Each observer, at the Grammar School Stations, is required,—

- I. To adhere strictly to the directions contained in the book of "General Instructions for making Meteorological Observations."
- II. To follow carefully the instructions in the "Synopsis of Daily Routine of Observation," (on next page).
- III. To keep accurately the following Registers:

- | | | |
|-----------|---|--|
| 1st Book. | } | Form A.—The Ordinary Daily Register Book. |
| | | " B.—The Daily Register of certain Quantities for the Month. |
| 2nd Book. | } | Form C.—Monthly Abstracts of Meteorological Observations. |
| | | " D.—The Monthly Abstract continued. |
| | | " E.—The Annual Summary Meteorological Observations. |
| 3rd Book. | | The Meteorological Record Book, Upper Canada. |

- IV. To transmit punctually to the Department, at the close of each month, duly certified, the following abstracts—of which forms are gratuitously issued for that purpose:

1. Form C.—Monthly Abstract of the Daily Record of Meteorological Observations.
2. Form D.—Monthly Abstract of the Daily Record of Barometer, Temperature, Auroras, Meteors, &c.;—and at the end of the year, as above.
3. Form E.—Containing an Annual Summary of Meteorological Observations at the Station.

- V. To receive back and promptly return, duly corrected, any of the abstracts or forms returned for correction. (N. B. These returns are to be prepaid by the sender with one cent stamp, as authorised by the Honourable the Postmaster General.)
- VI. All instruments and Registers, after the first supply has been furnished, are to be procured from this Department at the cost of each Station. The monthly and yearly forms to be transmitted to the Department are supplied gratuitously to the observers on their application.
- VII. One-third of the maximum sum allowed by law to each Station will be paid by the Department at the end of the first half year, on receipt, at the times specified, of the foregoing, and such other abstracts as the Department may require, provided they are found to be correct and prepared in accordance with the instructions which have been issued on the subject. The remaining two-thirds of the allowance will be paid at the end of the second half-year, on receipt of the monthly and yearly abstracts, on the same conditions as above.
- N. B. The omission to take and record observations during any one month, or portion of a month, will subject the station to a loss of Thirty Dollars;—or the failure to transmit regularly to the Department the required monthly or yearly forms, will subject the Station to the loss of the allowance for the half-year during which the omission or failure takes place.

NOTE.—The section of the Grammar School Improvement Act of 1865, authorising these Meteorological observations, is as follows:—
 “Each of the Grammar School Meteorological stations, at which the daily observations are made, as required by law, shall be entitled to an additional apportionment out of the Grammar School fund, at a rate not exceeding fifteen dollars per month for each consecutive month during which such duty is performed and satisfactory monthly abstracts thereof are furnished to the Chief Superintendent, according to the forms and regulations provided by the Department of Public Instruction; but the number and locality of such meteorological stations shall be designated by the Council of Public Instruction with the approval of the Governor in Council.”

2. DEPARTMENTAL REGULATIONS FOR THE METEOROLOGICAL STATIONS OF U. C.

SYNOPSIS OF THE DAILY ROUTINE OF OBSERVATION.

HOURS OF OBSERVATION: *Seven a.m.*; *One p.m.*; and *Nine p.m.*

I. BAROMETER. 1. Gently tap the tube. (Section I., Article 1, page 5, of the *General Instructions for making Meteorological Observations at the Grammar School Stations in Upper Canada*, 1857.)

2. Read the attached thermometer.
3. Adjust the cistern.
4. Adjust the index.
5. Read the scale and vernier.

II. THERMOMETER. 1. Read the dry-bulb thermometer. (Sec. I., Art. 2, page 7, of do.)

2. Read the wet-bulb thermometer. (Sec. I., Art. 7, page 10, of do.)

3. Repeat the reading of the dry-bulb thermometer. (Sec. I., Art. 7, page 11, of do.)

III. WIND AND CLOUDS. Note the direction and velocity of the wind (Sec. II., Arts. 9, 10, page 12 and 13); the amount of cloudiness (Art. 11, page 13); the general appearance of the sky (Sec. III., Art. 27—30, page 19), including the class, distribution, and motion of the clouds, (See note below), with the state of the weather generally.

NOTE.—(1) In the column headed “clouds in motion,” in *Monthly Abstract*, Form C, instead of describing the class of clouds, observers should enter the point of the compass from which the clouds are moving. If the clouds seem to be stationary, write “calm,” if there be no clouds, write “clear.” As in the case of wind, the direction will be indicated by the nearest of the eight principal points. Attention is called to the fact that, in many instances, observers, instead of invariably entering the letters which indicate the winds, direction in the column headed “wind direction,” have, here and there, supplied their places by a blank or stroke (—), thus leaving the direction uncertain. This substitution of a stroke for the

proper letters should be avoided, and if the observation has been omitted the fact should be notified on paper.

SPECIAL. 1. At 1 p.m. measure the rain (Sec. I., Art. 8; Sec. III., Arts. 36—38, page 22).

2. At 9 p.m. read the maximum and minimum thermometers, and re-set them (Sec. I., Arts. 4, 5, page 8).

3. NORMAL SCHOOL FOR UPPER CANADA.

The next Session of this institution will commence on Monday, the 8th of January, 1866. Candidates should present themselves during the first week of the Session.

4. SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department.

5. NO PENSIONS TO COMMON SCHOOL TEACHERS UNLESS THEY SUBSCRIBE TO THE FUND.

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

6. POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, *and be open to inspection*, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post-office fine of nearly *fifty per cent.* for non-payment.

7. COMMON SCHOOL MANUAL FOR UPPER CANADA.

A copy of the last edition of the Common School Manual for Upper Canada, is supplied gratuitously to all new School Sections in Upper Canada. To other Sections the price is thirty-five (35) cents, including postage, which is now payable in advance.

All Local Superintendents retiring from office, are required by law to hand over to their successors the copies of the School Manual furnished to them by the Department, and all other official school documents in their possession. Extra copies of the Local Superintendent's Manual can be furnished for fifty (50) cents, including postage.

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, L.L.B. *Education Office, Toronto.*