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## HIGH SCHOOLS.

—	No. of Schools.	Pupils.	Legislative Grant.	Teachers' Salaries.	Municipal Assessment (1855 and 1874.)	Building, &c.
			\$ cts.	\$ cts.	\$ cts.	\$ cts.
1874	108	7,871	75,553 00	179,946 00	137,801 00	63,684 00
1852	84	2,643	20,567 00	38,533 00	6,520 00	(5,711 00) This item from 1855. First year reported.
Increase.	24	5,228	54,986 00	141,413 00	131,281 00	57,973 00

—	Maps and	Prize Books sent out.	Globes.	Library Books.	No. of Public School Libraries.
1874	47,413	766,645	2,785	266,046	1,334
1852	nil.	nil.	nil.	nil.	nil.

Total Value of Maps, Apparatus, Prizes and Libraries despatched to 31st December, 1874, including 100 per cent., \$605,338.

In his last Annual Report to the Governor, the Chief Superintendent thus summarizes the progress of our Schools since 1844:—

“In concluding this Report for 1874, I may be permitted to note the progress which has been effected in the development of the Public School system, of which I took charge in 1844. At that time there were 2,706 Public School Teachers; in 1874, there were 5,736—*increase*, 3,030. In 1844, the amount paid for salaries of Teachers was \$206,856; in 1874, the amount paid for salaries of Teachers was \$1,647,750—*increase*, \$1,440,894. In 1844, the total amount raised and expended for Public School purposes was \$275,000; in 1874, it was \$2,865,332—*increase*, \$2,590,332. In 1844, the number of pupils in the Public Schools was 96,756; in 1874, the number of pupils in the Public Schools was 464,047—*increase*, 367,291. In 1844, the number of School-houses was 2,505; in 1874, the number was 4,827—*increase*, 2,322. The number of *log* School-houses in 1844 was 1,344; in 1874, 1,115—*decrease*, 229. The number of *frame* School-houses in 1844 was 1,028; in 1874, 2,080—*increase*, 1,052. The number of *stone* School-houses in 1844 was 84; in 1874, 463—*increase*, 379. The number of *brick* School-houses in 1844 was 49; in 1874, 1,169—*increase*, 1,120. These are mere naked figures, which convey no idea of the improved character, furniture and fittings up of the School-houses; the improved character, uniformity, and greater cheapness of the text-books; the introduction of maps, globes, blackboards, &c., in the Schools; the improved character, qualifications and position of Teachers and their teaching. In 1844, maps and globes were unknown in the Public Schools; up to 1874, 2,785 globes and 47,413 maps and charts have been furnished to the Schools, nearly all of which are now manufactured in the country. In 1844, there were no Public School libraries or library books; in 1874, there were 1,334 Public School libraries, containing 266,046 volumes, provided and sent out by the Department. In 1844, there were no prize books distributed as rewards for good conduct, diligence and success in the Schools; up to 1874, 766,645 prize books had been sent out by the Department and distributed in the Schools. In this summary statement, no mention has been made of the Normal Schools and their work, the standard of qualifications and examinations of Teachers, and the improved organization and inspection of the Schools.

“In regard to the Grammar or High Schools, the duty was

imposed upon me in 1852 of framing and administering the law respecting this important class of our public institutions. The number of these Schools then in existence was 84; the number in 1874 was 108—*increase*, 24. The number of pupils in 1852 was 2,643; the number of pupils in 1874 was 7,871—*increase*, 5,228. In 1852, the amount of the Legislative Grant or Grammar School Fund was \$20,567; in 1874, it was \$75,553; besides a sum equal to half that amount to be raised by County and City Councils, and corporate powers in Boards of Trustees to provide additional means for the payment of Teachers, and the building and repair of School-houses, many of which are now among the finest School buildings in the Province. In 1852, the amount paid for salaries of Teachers was \$38,533; the amount paid for salaries of Teachers in 1874 was \$179,946—*increase*, \$141,413. In 1852, the Grammar Schools received pupils from their a, b, c upwards; now pupils are only admitted on an entrance examination from the fourth form of the Public Schools, and the High Schools have uniform programmes and text-books, and are under the semi-annual inspection of three able Inspectors.

“It is by the co-operation of successive administrations of Government and Parliaments, and the noble exertions of the country at large, that this great work has been developed and advanced to its present state.

“This Report for 1874 is probably my last Annual Report, though my own personal work in the Department may not close before the end of the current year, 1875.

“On retiring from the Department, in the seventy-third year of my age, I may address a circular of a few parting words to Municipal Councils, Boards of Trustees and Teachers, by whom I have been so nobly seconded in our country's greatest work, and with whom I have been associated in the most cordial relations one year more than the historical generation of man.”

#### AN ACT RESPECTING THE EDUCATION DEPARTMENT.

Received the Royal Assent 10th February, 1876.

Her Majesty, by and with the advice and consent of the Legislative Assembly of the Province of Ontario, enacts as follows:—

1. The functions of the Council of Public Instruction are

hereby suspended, and all the powers and duties which the said Council now possess or may exercise by virtue of any statute in that behalf, shall devolve and are hereby devolved upon the Education Department, which shall consist of the Executive Council, or a Committee thereof appointed by the Lieutenant-Governor; and all the functions and duties of the Chief Superintendent of Education are hereby vested in one of the said Executive Council, to be nominated by the Lieutenant-Governor, and to be designated "Minister of Education"; and whenever in any statute, by-law, regulation, deed, proceeding, matter or thing, the term "Council of Public Instruction," or "Chief Superintendent of Education" (as the case may be), or to the like signification, respectively occurs, the same shall be construed and have effect as if the term "Education Department" or "Minister of Education" was substituted therefor respectively.

2. The said office of Minister of Education may be held by a Member of the Executive Council holding no other office; and notwithstanding any salary attached thereto, he shall be capable of being elected, and sitting and voting as a member of the Legislative Assembly; or such office may be held in connection with any other office held by a member of the Executive Council; and any of the powers and duties of the said office may be assigned for a limited period, or otherwise, to any other of the members of the Executive Council holding any other Departmental office, by name or otherwise.

3. In case a member of the Executive Council holds any one of the five Departmental offices established by the sixty-third section of the British North America Act of 1867, and being at the same time a Member of the Legislative Assembly, resigns his office, and within one month after his resignation accepts the said office of Minister of Education, he shall not thereby vacate his seat in the Legislative Assembly, unless the Administration of which such person was a member shall have resigned, and in the interval a new Administration shall have occupied the said offices; or in case such member of the Executive Council is appointed to hold the said office of Minister of Education in addition to or in connection with one of the said five Departmental offices, he shall not thereby vacate his seat in the Legislative Assembly; and in either of the said cases, any increase or change of emolument arising from the said office of Minister of Education shall not cause any vacancy, or render a re-election necessary.

#### REV. DR. RYERSON'S RETIRING ALLOWANCE.

Dr. Ryerson will retire from his office with a full allowance—\$4,000 a year. It is unusual for the pension to equal in amount the salary for active service, but Dr. Ryerson's long and faithful labours in the work of education fully entitle him to this special mark of consideration.—*Hamilton Times*.

The supplementary estimates were brought down on Monday. Rev. Dr. Ryerson gets \$4,000 retiring allowance or pension—that is, his salary is continued in full. In this the Government has acted generously and righteously. No man in Ontario deserves better of his country than Dr. Ryerson.—*Waterloo Chronicle*.

We observe with exceeding pleasure that the Ontario Government, in their supplementary estimates, recommend the grant, as a retiring yearly allowance, of \$4,000 to the Rev. Dr. Ryerson, Chief Superintendent of Schools. This is a grateful tribute to the founder and protector of our magnificent school system.—*Cobourg World*.

The action of the Government in placing the sum of \$4,000 in the supplementary estimates for this year to provide for the annual allowance to be given to the Rev. Dr. Ryerson, who is about to retire from the position of Chief Superintendent of Education, which he has long and honourably held, will be generally endorsed.—*Kingston Chronicle and News*.

Everybody will be pleased to know that Dr. Ryerson will be allowed his full salary for 1876 upon retiring from the office of Chief Superintendent of Education, which he has so long and ably filled.—*Hamilton Spectator*.

The public will be pleased to see by the supplementary estimates that the Government propose to allow Rev. Dr. Ryerson his full salary on retiring from the office of Chief Superintendent of Education.—*Toronto Mail*.

## I.—Education in Various Countries.

### 1. EDUCATION IN THE UNITED STATES, 1875.

Constitutional Provisions related to Education, Literature and Science, in the several States of the American Union. Prepared by Franklin B. Hough.—*Bureau of Education, Circular No. 7, 1875.*

The National Bureau of Education, its History, Work and Limitations. Prepared under the direction of the Commissioner of Education, by Alex. Shiras, D.D. 1875.

#### REPORT OF THE COMMISSIONER OF EDUCATION FOR 1874.

"We are a republic, whereof one man is as good as another before the law. Under such a form of government it is of the greatest importance that all should be possessed of education and intelligence enough to cast a vote with a right understanding of its meaning. A large association of ignorant men cannot for any considerable period oppose a successful resistance to tyranny and oppression from the educated few, but will inevitably sink into acquiescence to the will of intelligence, whether directed by the demagogue or priestcraft. Hence the education of the masses becomes of the first necessity for the preservation of our institutions. They are worth preserving, because they have secured the greatest good to the greatest proportion of the population of any form of government yet devised. All other forms of government approach it just in proportion to the general diffusion of education and independence of thought and action. As the primary department, therefore, to our advancement in all that has marked our progress in the past century, I suggest for your earnest consideration, and most earnestly recommend it, that a constitutional amendment be submitted to the Legislatures of the several States for ratification, making it the duty of each of the several States to establish and for ever maintain free public schools, adequate to the education of all the children in the rudimentary branches within their respective limits, irrespective of sex, colour, birthplace or religion, forbidding the teaching in said schools of religion, atheistic or pagan tenets, and prohibiting the granting of any school funds, or school taxes, or any part thereof, either by legislative, municipal or other authority, for the benefit, or in aid, directly or indirectly, of any religious sect or denomination, or in aid or for the benefit of any other object of any nature or kind whatever."\*

Nothing could be more *à propos* to these remarks of the President of the United States than the official papers and report named at the head of this article.

These publications show that from their very foundations, the several States have regarded popular education with the most lively interest, and without exception have sooner or later provided for it, under the guarantees of constitutional rights, and placed it beyond the bounds of change except by a modification of the organic law. Some of the States, in their first constitutions, omitted the consideration of educational interests, but subsequent revisions have supplied the omissions, until, at the present time, every State in the Union seems to regard Education as it deserves to be regarded—as a State concern of the first magnitude, to be provided for and protected with the most jealous care.

A careful study of the subject leads the Commissioner of Education to remark that "the ideas of one have been adopted by another, according as these several instruments have been consulted and followed in the preparation of new plans of government or in the revision of old ones. This process of construction and amendment is going on every year, and the study of fundamental principles in government becomes, in one part of the country or another, a frequent subject of immediate practical importance with those who may be charged with these responsible duties, or who may feel an interest in the success of the labours of those who are so charged. The merits of these several principles come under the direct personal inspection of every citizen who thoughtfully studies the plan submitted for his approval or rejection; and with the increasing intelligence which it is the province of education to impart, we may reasonably hope that every change in the organic law will be an improvement, and that these frames of government will in each change present a principle justified by experience and well founded in justice and wisdom."

Frequent occasions for information as to constitutional provisions in regard to educational subjects led the Commissioner of Education to request Dr. Hough to prepare the Circular comprehending the provisions in the several States.

\* President Grant's recent Message to Congress.

Appended to this circular is a classified summary of titles and dates of the constitutional provisions in the several States and Territories from the beginning of their existence to the most recent date, anticipating in some respects the recommendations of the President. For example:—

*Sectarian schools are forbidden from receiving school moneys* in : Arkansas, Wisconsin, Ohio, Kansas, Nevada, Nebraska, South Carolina, Illinois, Pennsylvania and Mississippi.

*Educational qualification of voters* is required in : Connecticut, Massachusetts and Missouri.

*No distinction of race and colour* established in : Ohio, South Carolina and Louisiana ; and *funds to be applied without regard to colour* in Missouri.

*Compulsory attendance may be required* in : Nevada, Virginia, North Carolina, Arkansas, Missouri, Texas and South Carolina.

That education is the bulwark of the nation is no new doctrine, and educated people generally so regard it. Hence its benefits should be disseminated without stint, in such wise that even the uneducated may see and know that the weal or woe of every community depends upon it. If children are not properly educated at school or at home, they are educated in the highways and streets ; if not educated by duly qualified teachers or parents, they are instructed by companions older than themselves in ignorance and wickedness ; if not educated in virtue, then in vice, and *this* is much more thorough and efficient of its kind than that which is obtained in the schools. Ignorance and vicious training are the common parents of crime, and criminals destroy wealth instead of producing it, and become a tax on society at large. The practical fruits of education *out* of school are to be seen in our criminal calendars all over the country. And the expense of this kind of education is to be estimated in the appropriations for sustaining police, criminal courts, gaols, penitentiaries and almshouses, to say nothing of dens of vice and crime in perpetual existence equally due to the same cause ; for it is well known that criminals are mostly drawn from those who have had but little or no instruction in school. These are common truths, but never so patent as in recent years.

Every State in the Union has been more or less embarrassed by the rapid increase of the uneducated population from abroad, and the immigration of the uneducated classes. And one of the results of the civil war has been a sudden accession of a large number from a domestic source, overwhelming the people in some sections by a shift of State government into the hands of the most ignorant portion of the community. To meet these difficulties, redoubled effort has been required by all who have had the welfare of the State at heart. The Bureau of Education is an outcome of this effort ; the *diffusion of information* being regarded by all intelligent people as the most potent means of promoting intelligence. Hence the benefits of disseminating information on all educational interests, especially, as the basis of intelligence on all other subjects. The *ways and means* of education require sowing broadcast, so that even the uneducated may see and learn that the future of every community depends upon the degree in which these ways and means are used.

The memorial of the National Educational Association, prepared by Hon. E. E. White, of Ohio, 1866, which formed the basis for the creation of the Bureau, unequivocally pronounced against any interference whatever with the freedom of the States in educational interests. And in contravention of the opposing views of some leading educators, the same Association, to make its position on the subject perfectly distinct, adopted a resolution as follows :

*Resolved*, That, in petitioning Congress for the creation of a Department of Education in connection with the general government, this Association contemplates neither the establishment of a national system of education nor any interference whatsoever with the systems of education established in the several States."

Concurrent with these views of the memorialists on the sphere of the Bureau, are those expressed in Congress by the prominent men who aided in its establishment. Mr. Boutwell, then in the House, remarked : " This measure is no invasion of State rights. It does not seek to control anybody. It does not interfere with the system of education anywhere. It only proposes to furnish the means by which, from a Bureau here, every citizen of every State in the Republic can be informed as to the means of education existing, and applied in the most advanced sections of this country and the world." General Garfield and others expressed themselves in similar strain. And in the Senate, Mr. Trumbull, answering the objection that it was a scheme to take the control of education from the States, and give it to the United States, said,— " It was not so by any means. It was merely for the establishment of a centre for the dissemination of information among the States as to improvements in building school-houses, in methods of imparting instruction and so on, and for giving a history of the dis-

position of a vast amount of property which the nation has donated for purposes of education."

With these and other equally as clear enunciations of the objects of the memorialists, nine years ago, the Bureau of Education was established, " for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing information respecting the organization and management of school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education."

The correspondence of the Bureau now comprehends 48 States and Territories, 206 cities, 132 normal schools (including normal departments in colleges and other schools), 144 business colleges, 54 kindergartens, 1,445 academies, 103 schools especially engaged in preparing pupils for colleges, 240 institutions for the higher training of young women, 383 colleges and universities, 73 schools of science, 115 of theology, 37 of law, and 98 of medicine ; with 585 libraries, 26 art museums, 53 museums of natural history, 40 institutions for the instruction of deaf mutes, 28 for blind, 9 for feeble-minded, 400 for orphans, and 45 for the reformation of misguided youth. Total list of institutions in correspondence with Bureau, over 4,000, and constantly increasing.

The " diffusion " of information, etc., is applied in the form of Annual Reports, comprehending abstracts of the various kinds and classes of instruction, circulars of information on special subjects and spheres pertaining to education, both domestic and foreign.

At the session of the Department of Superintendence of the National Educational Association, held in Washington, January, 1874, the following resolutions were adopted unanimously :

*Resolved*, That the Convention strongly approves the policy hitherto pursued by the Federal Government, of leaving the people and local government of each State to manage their own educational affairs without interference, believing that the principle on which this policy is based is as sound educationally as it is politically.

*Resolved*, That this Convention acknowledges the great service done to the cause of Education by Congress in establishing and maintaining a Department of Education similar in principle to those of Agriculture and Statistics, whereby appropriate information from all parts of the world may be gathered, digested and distributed, and whereby a number of important ends may be subserved in connection with the work of education. It would also acknowledge the very valuable services already done by the Bureau of Education, and would venture to express the hope that its means of usefulness may be increased.

The Report of the Commissioner for 1874, after alluding to the financial embarrassments which have affected the prosperity of the schools during the year, the proper work of the office in collecting and disseminating information for the use of educators, the difficulties encountered in studying the numerous and different school systems in vogue, and the importance of complete and continuous records of the forces at work and the results obtained, proceeds to mention the

*Sources of Material used in the Report.*—These are : (1) all educational information printed by authority, either in the form of reports or catalogues or educational journals ; (2) the returns made directly to the Bureau by State or city educational officials, or by the principals of schools, colleges, &c., on the blanks furnished, from which the statistical tables are made ; (3) other communications made directly to the Bureau by teachers and officers of systems or institutions of education.

All the States and Territories are able now to report their school population, and the increase for the year is 416,125. This increase becomes apparent only in those States which annually enumerate a school population, and not those which unfortunately use for each decade the returns of the United States census. It is gratifying to observe the growing determination of each State to take an annual census of the school population. Four States (one less than in 1873) cannot report the number enrolled in the public schools, and yet there will be noticed an increased enrolment of 164,385. Only 30 States can report the number in daily attendance (one less than in 1873), and yet an increase of 321,825 is reported. Thirty-five out of 37 States and 8 out of 11 Territories report the number of teachers. The increase—exclusive of 148 from two Territories not reporting last year—is 24,223. Thirty-seven States and 11 Territories report the public school income, which shows an increase for the year of \$1,232,656 ; but only 35 States and 9 Territories can show their school expenditures ; these aggregate \$73,080,089 ; Alabama, Indiana, Kentucky, New Hampshire, Arizona, Washington, Wyoming, and Choctaw Nation not being estimated under the head of " total," in the table of annual expenditure.

The legal school age in the several States and Territories is : In

Connecticut and Utah, 4-16; Oregon and Wisconsin, 4-20; Maine, New Hampshire, Montana, and Washington, 4-21; Massachusetts and Rhode Island, 5-15; California, 5-17; New Jersey, 5-18; Michigan, Vermont, and Wyoming, 5-20; Alabama, Arkansas, Delaware, Iowa, Kansas, Minnesota, Mississippi, Missouri, Nebraska, New York, Virginia, Colorado, Dakota, and Idaho, 5-21; South Carolina, and Indian Territory, 6-16; District of Columbia, 6-17; Georgia, Nevada, and Tennessee, and Texas, 6-18; Kentucky, 6-20; Florida, Illinois, Indiana, Louisiana, Maryland, North Carolina, Ohio, Pennsylvania, West Virginia, and Arizona, 6-21.

The total annual of income, excepting Wyoming, adds up \$82,158,915.

The total number of school population as given for all the States and Territories, excepting only the Choctaw Nation, adds up 13,875,050; the average daily attendance 4,524,496.

*Science and Education.*—"That education is unworthy of the name which disregards science. Not only are the knowledge and practice of scientific methods of culture essential, but all the administrative work of the educator must be brought to the test of science and practice. Equally necessary is it that all facts and statistics should be properly grouped and recorded, all methods and systems scrutinized and compared, and all the fruits of experience garnered for future instruction. These give, when understood, the science of education. In the universal adoption of this method will be found the remedy for the defects in educational systems now everywhere the subject of complaint. To reach and apply it, observations and records must be accurate, complete. The misapprehensions which so often prevail respecting the uses and methods of scientific instruction are due, in a great measure, to the lack of information extant on these subjects. Teachers, school officers, and educators generally have it in their power to supply information, and correct misapprehensions. Every addition to the record of scientific results, in whatever form, which carries conviction on these points to a mind that did not possess it before, wisely contributes to the discharge of this responsibility. The possible difference of views among careful and competent observers of the many phases of school work may suggest to teachers the care to be taken in presenting correctly what their schools do. The parents and the community should see and understand the whole precisely as it is. This is impossible without considerable effort."

*Schools of Science.*—The number of institutions of this class, as reported to the Bureau, is 72; the number of instructors, 600; number of students, 7,244. The number of institutions reported in 1874 is greater by 2, the number of instructors less by 140, and the attendance less by 1,606, than in 1873. The number of students in preparatory courses, is 1,252; in regular courses, 4,037; in partial courses, 268; in post-graduate courses, 51.

*Schools of Medicine.*—The number of schools of medicine (including dentistry and pharmacy) appearing in the Report, is 99, with 1,121 instructors and 9,095 students. The year shows an increase of five schools, a decrease of 27 instructors, and an increase of 414 students. The schools are classed as follows: 63 "regular," with 780 instructors and 6,888 students; 4 "eclectic," with 36 instructors and 303 students; 7 "homœopathic," with 122 instructors and 565 students; 11 "dental," with 133 instructors and 431 students; 14 "pharmaceutical," with 50 instructors and 908 students.

Of the 9,095 students reported, only 733 are shown to have received a degree in letters or science. The total number of volumes for consultation in these schools is only 66,611. In contrast with these, the library of the Surgeon-General's Office at Washington has 37,000 volumes and 30,000 pamphlets.

While the total benefactions to education in the country for the past year were, so far as ascertained, \$6,053,304, these several schools, which so directly affect human life, have received for the year only \$308,466, and a total income of \$24,219 from permanent funds, being almost entirely dependent upon their tuition fees which amount to \$520,593.

The Commissioner remarks that, "considering how closely these schools affect the life of every individual in the country, many of the details reported will excite surprise." (The italics are the Editor's).

Whatever of doubt may have been indulged hitherto in regard to the practical working of the Bureau of Education as at present constituted, no doubt can possibly obtain among those who may be privileged to make themselves familiar with its publications, in regard to their great importance and value; and Congress could scarcely do a more beneficial service than to provide the means for the dissemination of these publications a thousand-fold their present circulation. The whole people need be made to so realize the important features of education as herein collated, that no child may be allowed to grow up without it.—*Sanitarian.*

## 2. COMPULSORY EDUCATION IN NEW YORK.

New York State has had a Compulsory Education Act in force for some time. Though it has not yet had a fair trial, the Superintendents of Truancy have been enabled to report to the Boards of Education that the results have exceeded expectations, and may, with a little extended machinery, be made to answer every purpose. Since it went into active operation in New York City alone, the daily average attendance has increased by 6,515, while no less than 6,443 new scholars were added to the registers. It is believed there are about 12,000 children whose circumstances, parents or guardians conspire to deprive them of any schooling at all, but it is calculated that three-fourths of them could be secured were the Act somewhat amended. The machinery at the command of the Superintendents of Truancy is complicated and defective; still they are able to prove to the originators of the Compulsory Act that their noble objects are feasible, and that the part of the educational problem they have undertaken to solve is worth all the money that can honestly be spent upon it. The rigid enforcement of a somewhat similar Act is needed in Canada.—*Hamilton Times.*

## 3. DOCTORS AND EDUCATION.

At a Teachers' Institute, recently held in Providence, Rhode Island, Miss Anna C. Brackett, of New York, read a paper on the "Relation of the Medical and the Teacher's Professions." The *N. E. Journal of Education* reports the conclusion of this paper as follows:—

"It is evident that to secure the highest results the medical and educational professions should work hand in hand. We may forgive physicians their blame of us, but we cannot forgive the impediments they place in our way, and the increased frictions added to the machinery of our daily work. Am I unjust? If a child is ailing, the case is laid before a physician. In ninety-nine cases out of a hundred the physician recommends the withdrawal of the child from school. He does it without knowledge of the character of the school, without inquiry as to ventilation, the number of recesses, the ability and wisdom of the teachers. He does it without knowledge of the clothing, sleep and food of the child. He does not know how many parties she has attended, how many hours she has sat before the piano, or bent over sewing; how many hours she has spent in exercise in open air and sunlight. Does he inquire into the kind of books and papers habitually read? But these are the precise inquiries which the educator knows he should make. It is time that we should assert and maintain by our words what our daily work maintains: that there is a science of mind as well as of body, and that the terms science and scientific belong as much more of right to the students of mind as the thinking, choosing, self-conscious soul is above, or beyond, its dependent, though at present necessary instrument. This paper was listened to with delighted attention, and should have been heard not only by every physician in the land, but by the mothers who, alarmed by the one-sided presentation of the dangers attending the school life of girls, make haste to offer their indolent and self-indulgent daughters a premium for the very faults out of which they should be firmly and tenderly educated."

## 4. EDUCATIONAL MATTERS IN SCOTLAND.

The second annual congress, under the auspices of the Educational Institute of Scotland and the Association of Higher Class Schoolmasters, recently held its sittings in Glasgow. Mr. T. Morrison, Glasgow, presided, and delivered the opening address, which dealt mainly with the functions of the Government Inspector. Among the papers read was one on "Secondary Subjects in Primary Schools," and another on the "Centre System of Training Pupil Teachers." In regard to the latter subject, it was resolved to memorialize the Education Department to make an alteration in the Code, in order to facilitate the introduction of the system, at least as an experiment. The members of the Congress afterwards dined together. Dr. Macdonald, of Ayr Academy, presided, and delivered the opening address at the second day's sitting of the Congress, his remarks having chiefly reference to higher class public schools and their relations to the Universities. On the motion of Dr. Donaldson, of the Edinburgh High School, a committee was instructed to wait on the Lord Advocate, and in view of these schools being included in a Government measure for the amendment of the Education Act, to urge the necessity of their being thoroughly organized and equipped, and brought into proper relations with the Universities. A number of papers were read, and a series of resolutions, suggesting amendments on the Education Act, were adopted. The proposed changes were chiefly in the direction of making the Board of Education a permanent institution,



and enlarging its powers and duties, and of securing the full and uniform working of the compulsory clause.—*Ottawa Times*.

### 5. ENGLISH COLLEGE OF TECHNOLOGY.

A Science College has just been formally opened in Leeds, England, by the Duke of Devonshire, though it has really been at work for a year. The college has already got a considerable endowment; £30,000 have been raised by subscriptions; a further endowment of £400 a year has been obtained through the Endowed Schools Commissioners, and the Clothworkers have given £300 a year and founded four scholarships of £25 a year each, for furthering instruction in the textile industries. The chief speaker was Dr. Lyon Playfair, whose leading idea was an argument for the decentralization of the higher education, and for the gradual extension of such institutions as this new college of science till they should cover the whole field of education, and be able to dispense with the provisional and very beneficial aid now tendered to provincial centres by the universities.—*Free Press*.

Sir Josiah Mason, zealous for the promotion of scientific education in the great manufacturing centre of Birmingham, in England, is about to make a further additional gift of at least £20,000 or £30,000 to his former munificent present to that town of the Scientific College, whose foundation stone was laid in February of last year. According to the *Birmingham Gazette*, Sir Josiah now transfers to trustees the value of his large manufactory, which has been purchased by a limited liability company.

### 6. THE EDUCATION OF ENGLISH WOMEN.

During the last few years an interesting experiment, in regard to the higher education of women, has been going on at Girton College, Cambridge; and as it has now reached a stage where, though its limits are still narrow, its success seems to be secured, it may be worth while to give some account of it. Girton College was founded with the object of filling, in relation to girls' schools, and home teaching, a position analogous to that occupied by the universities towards the public schools for boys. The course of instruction lasts about three years, half of each year being spent in college. There are three terms in the year, and the charge for board, lodging and instruction is £35 a term. Every candidate for admission must pass a preliminary examination in four subjects, one of which must be English grammar and composition, arithmetic, English history, physical and political geography, and Scripture history from the New Testament; the last subject being, however, optional, as well as Latin, Greek, French, German, algebra, chemistry, botany, music, &c. The object of the preliminary examination is, of course, merely to test the capacity of the candidate for taking advantage of the education given in the college. The course of study includes divinity, modern languages (English, French and German), classics, pure and mixed mathematics, moral science (including history), natural history and vocal music, an extra charge being made for instrumental music, harmony, Italian and drawing. Degrees and college certificates are conferred on students who have shown their proficiency according to the standard of any examinations qualifying for the B.A. degree of Cambridge University. Certificates are also given for proficiency in single subjects. There are several scholarships and exhibitions attached to the institution. The religious instruction and services are in accordance with the Church of England principles, but there is a liberal "conscience clause." The college was first opened in a temporary building in 1869; in 1873 it was installed in the buildings specially erected for it at Girton, in the immediate neighbourhood of Cambridge. In October, 1874, there were 19 students in residence, and now there are 23, being two more than accommodation was originally provided for, and efforts are now being made to enlarge the scope of the institution. Several of the students have greatly distinguished themselves in the examinations.—*Cor. Huron Expositor*.

### 7. STATE OF EDUCATION IN EGYPT.

Popular Education is steadily gaining strength in Egypt. The number of children receiving public instruction has increased from 3,000, in the time of Mahommed Ali, to 60,000 in the first years of the period of 1866-72. The obstacles in the way of public education are, however, great and exceptional in Egypt. Among the 89,893 scholars now in the primary schools, there are only 3,018 girls, all, or most of whom are of non-Mussulman families. Thus one-half of the population of Egypt is, or has been until now, beyond the influence of education, it being one of the dogmas of the East that women are not worthy the blessings of education. The Khedive proposes to establish, at Alexandria, a great public school

for children of all nationalities, at an expense of \$65,000.—*Am. Ed. Monthly*.

One of the most hopeful signs in Egypt is the perfect mania there at present for education. It is now the law of the land that every soldier that enters the army must learn to read and write; and the officers must learn some foreign language—either English or French. The soldiers learn to read and write in Arabic (being taught by their officers), and it is not uncommon to see 5,000 studying at once. Though the pay of a soldier is very small, at first but fifty cents a month, and after a while only about \$1, yet he is well clothed and well fed, and certainly taught to read and write, if he does not know how when he enters the service.

The mother of the Khedive supports a school where 300 girls are being educated, and there are a great many schools besides this, well provided with teachers expressly for training girls and young women. So great is the change, it may almost be termed a revival of learning in Egypt.

SCHOOL OF SAVINGS BANKS IN BELGIUM.—A novel plan for promoting the habits of economy among children has been in successful operation for several years in the public schools of Ghent, Belgium. By the advice of M. Laurent, Professor of Law in the University in that city, savings banks were established in each of the schools, and the children encouraged to deposit their pennies. The wisdom of the scheme is shown in the fact that at the present time 13,000 of the 15,000 scholars attending the public schools in Ghent have succeeded in getting themselves accounts opened at the State savings banks, with about \$90,000 to their credit.

EDUCATION IN SAXONY.—It is no longer sufficient for children in Saxony to attend school until they are fourteen years old; until they are seventeen they must continue to receive instruction, in the evenings or on Sundays; the number of lessons ranges weekly from two to six, according to the previous proficiency of the pupil. Default is punished by fine or imprisonment. Pupils who attend private schools recognised by the State are held to be complying with the law. Up to the age of seventeen, a child's education is superintended by the State; at nineteen, the child, if a boy, enters the active army; after serving for three years he is relegated—first to the reserve, next to the Landwehr, then to the Landsturm, and not until he has arrived at the mature age of forty-two can he call himself a free man.

PRIMARY INSTRUCTION IN VARIOUS COUNTRIES.—M. Levasseur has read before the Academy of Moral and Political Sciences of France some figures that ought to make Governments and peoples read, mark, learn, and inwardly digest. He has analyzed the official records contributed by various countries to the Educational Department of the Vienna Exhibition. He measures the state of primary instruction throughout the world by the ratio of the number of children on the school-rolls to 100 of the inhabitants. Upper Canada, or Ontario, heads this instructive list, having 23 per cent. of registered pupils; then follows the European children in Algeria, 22.8; New South Wales, 21; the Dutch Colonies, 21; Lower Canada and the United States, 18; Victoria, 17.5; Switzerland, 15.5; Prussia, 15; Bavaria, Holland and France, 13; Great Britain, 12; Belgium, 11.9; New Brunswick, Austria and Spain, 9; Ireland, 8; Italy, 6.5; Argentine Confederation, 5; Chili, 4; Portugal, 2.5; Russia, 2; Brazil, 1.2; Turkey, 1; and Egypt, 0.2. M. Levasseur does not expect very great results from free education, because it simply costs nothing, and doubts the benefits of obligatory instruction, so long as people remain careless and indifferent towards it. He finds that attendance at school is not affected by either climate, race, or form of government, and that while certain exclusively Catholic regions in France have as many children on the school-rolls as in exclusively Protestant countries, he avows that reading among Protestant pupils is more general, owing to the necessity of their perusing religious works.

Dr. Shaw, Fellow of Trinity College, Dublin, proposes the establishment of a school of journalism in Dublin University.

In Denmark, the Minister of Public Worship and Instruction has finally opened the doors of Copenhagen University to the ladies.

The United States Minister at Stockholm states that 30,000 pupils study horticulture or forest culture in the common schools of Sweden.

EDUCATION IN JAPAN.—Statistics forwarded by the Vice-President of Education of Japan to the Bureau of Education at Washington show a very gratifying progress in that department. In 1874, according to the returns, there were 20,608 schools and colleges, an increase over the previous year of 7,945. The number of pupils in attendance was 1,739,422, and beside the native teachers, there are seventy-eight English teachers, fifteen American,

nineteen German, fifty-three French, two Dutch, and one each from Russia, Switzerland and China. As Japan proposes to be represented at the Centennial, pains will undoubtedly be taken to make as favourable a showing as possible of her educational progress.—*Free Press.*

## II.—Education in Ontario.

### 1. CONDITION AND PROGRESS OF OUR SCHOOLS.

The excellence of our Canadian Public School system is a matter of pride and congratulation to the people of this country. All that legislation could do to establish a solid basis and afford the means to build up a well-defined system of education has been carried out. The Provinces of Ontario and Quebec are especially endowed with facilities for accommodating all classes of people in the matter of education—school buildings, fittings, apparatus, &c., together with the teachers' salaries, being all paid for at the public expense. The individual cost is but slight, and a man can now almost for nothing educate his children to an extent at the present day that would entail an outlay some years ago entirely beyond his means. The high standard of qualification required to be attained by the teachers, besides elevating the tone of the schools, gives additional assurance as to the pupil's acquisition of knowledge.

These are the general features of our school system, and no one will deny them the credit they deserve. But that which should give the greatest satisfaction to those interested is the gradual change being undergone in the internal matters, such as the method of teaching, discipline, &c. The brutal Yorkshire schoolmaster of Dickens' day has long since ceased to exist, at least within the limits of our country, while even modifications of that worthy are fast passing away. The intelligent mind has seen the evil and inutilty of a systematic use of the birch as a panacea for the cure of all scholastic crimes, and, except in certain cases, this ancient custom is discountenanced. It would be well if the old-time system of inculcating knowledge by the method of the taskmaster had proceeded as far into the stages of decay. This too has, however, taken a decided turn, and for the better. It is a matter of noteworthy importance to consider with what speed a child learns, and how easily his understanding is reached, when taught on the illustrative method. As a rule, pupils evince a disinclination to study, and this distaste becomes heightened when burdened with a multiplicity of subjects. It is true that the lecture and blackboard system cannot be applied to every study, but it can be done so to a great extent, and the teacher who has tried it where available has very soon perceived the favourable results. The knowledge acquired by the pupil is of a more intelligent nature, and can receive a more intelligent application. In the majority of cases it is a well-known fact that mechanical study develops parrot-like results, incapable of being either understood or applied. Besides this deficiency in mental results, the study of numerous and lengthy "lessons" has also a deteriorating bodily effect. In order to save his credit or the displeasure of his teacher, the pupil sacrifices the whole or most of his leisure time in committing his tasks to memory, and thereby loses necessary exercise and recreation. As already stated, it is scarcely possible to introduce the illustrative system in every instance, but if used opportunely, the results are likely to be beneficial alike to teacher and pupil. If the teacher, by the exercise of his illustrative powers, instead of by the application of school discipline, can produce the result he aims at, he certainly will not begrudge the consequent absence of anxiety and unpleasantness to himself.—*Hamilton Times.*

### 2. ELEMENTS OF A TEACHER'S SUCCESS.

The sub-report of Dr. Kelly, Inspector of Schools for the County of Brant, contains some of the most practical ideas that are to be found in the Chief Superintendent's Report to the Government. He notices that in no other profession is there a greater tendency to inertness and inactivity than in that of elementary teaching, and from obvious causes. Teachers, more than the members of any other profession, spend isolated lives remote from the conflicts of opinion, and without the spur to ambition which continual rivalry supplies. The duties in a rural school are necessarily somewhat of a routine character. The same lessons recur from day to day in nearly the same order. Hence the teacher, unless he be a diligent student himself and have his heart in his work, is apt to lapse into that somnolent state so well described by Thomson in the "Castle of Indolence ;"

"A pleasing land of drowsy head it was,  
Of dreams that wave before the half shut eye ;  
And of gay castles in the clouds that pass  
For ever flashing round a summer sky."

Further on the chief obstacles to the advancement of schools are

stated to be irregularity of attendance and apathy of parents. The children are kept at home to work. Of this it is said :

"This 'keeping at home' is a fruitful source of mischief, and I would it were speedily eradicated. In order to remove this evil, if possible, most of the schools are now furnished with a blank form of weekly report in which the parents can note the progress of their children. I have also recommended teachers, in cases of repeated irregularity, to call upon the parents, where it is at all practicable, and ascertain the cause. This would, I think, be more effective, and certainly less offensive than the employment of truant officers, as recommended by the School Law. It would, moreover, afford an excellent means of introducing the teacher to his patrons and creating an interest in his work. This, however, cannot be imposed upon the teacher as a duty ; it must be a voluntary act, promoted by a zealous spirit, or dictated by intelligent policy. As the teacher is, usually the school is. He who cannot create sympathy in favour of his work, on the part of both pupils and parents, has mistaken his calling. In the middle ages his scholars followed Peter Abelard into the solitudes. In like manner now, scholars will follow any man of ardent mind who loves learning, and has excited in them strongly the desire to know. It affords me pleasure to report that many of the teachers, and notably several of our young teachers, recognise the spirit and requirements of the age, and their own duties and responsibilities connected therewith. Our schools are steadily improving. The primary branches of learning are better taught now than formerly. A sensible improvement has taken place in the methods of teaching reading, spelling and writing. In arithmetic, English grammar and geography there has also been satisfactory progress. The rote system is giving place to a more intellectual process. The understanding is appealed to more than the memory—the reason more than the imagination. In a few of the schools, history, algebra, geometry—indeed, nearly all the advanced subjects in the programme are well taught. This improvement is due to the teachers, who recognise, with Dr. Arnold, that 'Education is a dynamical not a mechanical process, and the more powerful and vigorous the mind of the teacher, the more clearly and readily he can grasp things, the better fitted he is to cultivate the mind of another.' 'And to this,' says the accomplished teacher and historian, 'I find myself coming more and more ;' 'I care less and less for information, more and more for the true exercise of the mind ; for answering questions concisely and comprehensively, for showing a command of language, a delicacy of taste, a comprehensiveness of thought, and a power of combination.'"—*London Advertiser.*

### 3. COMPETITIVE EXAMINATIONS AND COMPULSORY ATTENDANCE.

Mr. Inspector Miller, in his report to the Huron County Council, thus refers to these two subjects :—"Competitive examinations were held in the Townships of Ashfield, Colborne, Goderich, Hay, Stephen and Osborne under my supervision, during the months of May and June. One was held in West Wawanosh in October, under the management of a committee of teachers of that township. On these occasions books to the value of \$440 were distributed. The stimulous effect of all these examinations has been most beneficial. The funds were supplied by the township councils, and in the case of Colborne, by the council and W. Young. The reports received from trustees plainly show that a very large number of children do not take advantage of school-room privileges. The Educational Department is taking vigorous steps to secure compliance with the requirements of the law of 1874, in so far as compulsory education is concerned, and with that object in view a special report has been required from trustees on the subject. A majority of these returns have reached me in a very incomplete and unsatisfactory state. I hope for better things next year. The question of assistant teachers is the cause of more trouble now than ever. The rule is being rigidly exacted from Inspectors by the Department. In this connection I beg to state that the regulation was re-enacted by the Council of Public Instruction in 1876, and the conditions of granting certificates to such assistants made more difficult than before."

### 4. EVILS OF CHANGE OF TEACHERS.

In his report to the Huron County Council Mr. Inspector Dewar thus speaks of the evils occasioned by a constant change of teachers :—"It is not to be supposed for a moment that where the number of schools is so great, there is no school that does not fail to attain a satisfactory state of efficiency. This is inevitable from the too frequent change of teachers. Constant changing is bad enough in itself, but when combined with too much inequality in attendance, it is still worse. During 1875 there were over 45 changes, and the present year begins with nearly 40. Many of our



young teachers deserved the heartiest commendation for their pushing energy, but are too ready to leave their schools and go to another. To do this is bad policy, for a lasting reputation is hardly to be earned by floating from school to school, and it is equally bad policy on the part of trustees to dismiss a teacher who is doing good work because he happens to ask a few dollars more than one who has never been tried, or, perhaps, one of whom they know nothing. A teacher who fails cannot, however, be too speedily dispensed with. As it would be invidious on my part to make a distinction, I shall refrain from stating what schools are doing good work, and what schools fail to some extent. It may not be amiss to state that the teacher alone is not invariably responsible for the low condition of a school. It is gratifying that so many of our young teachers betake themselves to school when preparing for a second-class certificate, for although it is possible to obtain a second-class certificate without going to school, yet to attend where they can come in contact with cultivated minds, is accompanied with a lasting benefit."

### 5. SOUTH HASTINGS TEACHERS' INSTITUTE.

At a recent meeting of this Institute the following subjects were respectively taken up:—Difficulties in Analysis, by the Inspector; Fractions, by Mr. W. J. Osborne; Reading, by Prof. Dawson; and Natural History, by Prof. Bell. All these subjects were handled in a manner highly creditable to the several gentlemen, showing a thorough acquaintance on their part with the art of demonstrating and illustrating whatever they undertake to teach. Prof. Bell's discussion on Natural History, which touched upon all its various subdivisions, and especially Zoology, was able, concise and instructive, and was listened to with earnest attention by the teachers. After this the following address was then read, and the presentation made:—

"To JOHN JOHNSTON, Esq., Inspector of Public Schools.

"We, the teachers of South Hastings, having regard to your industry and zeal in the cause of Education, especially in the untiring efforts you have put forth to elevate teaching as a profession, and also in reducing the science of teaching to a uniformity hitherto looked upon as impracticable, consider you worthy of some acknowledgment at our hands, as an indication of our appreciation of your valuable services.

"Your work, dear Sir, in the cause of Education in this county cannot be properly understood by the thousands of children, and hundreds of parents and guardians, who are benefited thereby. It is only in the future that your zeal and labours in the interests of all—pupils, parents and teachers—and the good results flowing from your efforts, will be properly understood and valued.

"We, as teachers actively engaged in the work of instructing the young, already realize the great benefits which your labours have conferred upon the cause of Education. You have succeeded in establishing order and uniformity in the system of teaching throughout this county, and as a consequence removed many of the difficulties which beset teachers heretofore, and which frequently cause them to change their sphere of labour. The establishment of our Teachers' Institute and its present prosperous condition are mainly due to your assiduous attention and punctuality at the monthly sessions. In addition, your personal popularity with the teachers, whose esteem you have won by urbanity and kindness in the discharge of the difficult duties imposed upon you, in your official capacity as Inspector of Public Schools, may properly be considered the chief cause of this prosperity and unanimity amongst the teachers of this Institute. Through your efforts the teachers have an opportunity at our monthly meetings of comparing and discussing the various plans adopted in teaching, and thus of mentally improving each other.

"In presenting you with this gold watch and chain as a slight indication of the esteem in which you are held by the teachers of South Hastings as a body, we sincerely and unitedly wish you a long, useful and happy life; and while you continue to labour in this the highest and best of all earthly works, we also pray that health may be given you to enable you to persevere in the good work which you have been instrumental in building for the advancement of Education and the elevation of the profession of teaching in this county, to a yet higher standard than it has attained."

The address was beautifully engrossed by S. G. Beatty & Co., Ontario Commercial College, and was signed on behalf of the teachers by the Secretary. Mr. Johnston made a touching and eloquent reply, expressing his gratitude for the magnificent present, and assuring the teachers that he would ever hold them in grateful remembrance, and that their gift would always be a bright reminder of their kindness to him.

The following officers were then elected for the ensuing year:—President, John Johnston; Vice-President, Miss Templeton; Recording Secretary, C. H. Sangster; Corresponding Secretary, S. A. Gardner; Treasurer, J. Irwin; Councillors.—Sidney, W. J. Osborne; Thurlow, E. Cook; Hungerford, A. H. Gilbert; Tyendinaga, W. Emerson; Belleville, J. H. Redick; Trenton, W. S. Howell.

### 6. UNAUTHORIZED TEXT BOOKS IN THE SCHOOLS.

The attention of Trustees, Inspectors and Teachers is called to the following letter written to Messrs. James Campbell & Son, on the subject of their efforts to introduce unauthorized text books into the Schools:—

"EDUCATION OFFICE,  
Toronto, 28th January, 1876.

"GENTLEMEN,—I have the honour to state, that, in a printed list of 'School and College Text Books' just issued by you, and dated 'January, 1876,' you state that 'Campbell's Modern Geography and Atlas' has been 'authorized by the Council of Public Instruction.'

"The only solution agreed to by the Council of Public Instruction on the subject, and communicated to you, was as follows:—

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

"As you have never complied with the terms of this resolution, and as neither the Text Book Committee nor Council of Public Instruction have approved of the work, it is clear that the intimation given by you to the public in your printed list is incorrect.

"I notice also that you have intimated on the same list (by the absence of the asterisk\*), that the 'School History' published by Mr. Lovell, and a book on 'Christian Morals,' published by Messrs. Copp, Clark & Co., have been struck off, or are not now on the list of books sanctioned by the Council. They have not been struck off, but are still sanctioned by the Council, so that the intimation you give is very unjust, under the circumstances, to the publishers, for the authors have no pecuniary interest in them.

"I further notice, in recent advertisements which you have issued, that you make the offer of half-priced books to teachers to induce them to introduce into their schools the Nelson and various other unauthorized books, and thus violate the law and regulations on the subject.

"These proceedings of yours conflict with prescribed duties of Inspectors and Trustees, and are calculated to give them much trouble in the discharge of their duties. One of the duties imposed by law upon both Trustees (Section 22) and Inspectors (Section 112, clause A.) of Public Schools is 'to see that no unauthorized books are used in the School,' and in the case of Inspectors 'to prevent the use of unauthorized, and to recommend the use of authorized books in each school.' As several enquiries have recently been addressed to the Department in regard to correct lists of authorized text books, I shall be compelled to publish this letter in the *Journal of Education*, as explanatory of the matter, unless you promptly recall the misstatements of your catalogue and advertisements, so far as they affect our Public and High Schools.

"I am anxious to do all in my power to promote the diffusion of useful knowledge, and I admire your energy in promoting the sale of your books; but an attempt to contravene the law, and introduce confusion into the Schools by the use of unauthorized text books, is not the true way of advancing the Schools or of diffusing useful knowledge.

"I have, &c.,  
(Signed) "E. RYERSON.

"Messrs. James Campbell & Son,  
Publishers, &c.,  
Toronto."

In reply to this letter, Messrs. James Campbell & Son, say: "We are in receipt of your favour of the 28th ult., drawing our attention to sundry misprints in our trade list, and we have the honour to state in reply, that we shall be happy to give your remarks the attention necessary."

As this letter was not considered conclusive and made no reference to a discontinuance of the efforts made to induce teachers, by half-priced books, to introduce "the Nelson and other unauthorized books" into the Schools, the Chief Superintendent addressed an-

other letter to the publishers, asking them for a definite reply in regard to the specific matters mentioned in "the communication to them of the 28th ult." To this they reply that they "have nothing to add" to their reply of the 1st inst.

Under these circumstances, we would call the special attention of all parties concerned to the following notice, republished from the *Journal* for last month:—

#### 7. AUTHORIZED TEXT-BOOKS.—SPECIAL NOTICE.

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

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

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

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

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

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

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

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

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

#### 8. LIST OF AUTHORIZED TEXT BOOKS FOR THE HIGH AND PUBLIC SCHOOLS.

*English.*—The Canadian National Series of Reading Books; the Spelling Book, a Companion to the Readers; Morris' English Grammar Primer; Miller's Analytical and Practical English Grammar; Spalding's History of English Literature; Craik's English Language and Literature.

*Arithmetic and Mathematics.*—Barnard Smith and A. McMurchy's Elementary and advanced Arithmetics; Todhunter and Sangster's Algebra; Potts' or Todhunter's Euclid. (For Normal Schools, Sangster's Mensuration.)

*Modern Geography and History.*—Lovell's General Geography, and Easy Lessons in Geography, by Dr. Hodgins; Collier's School History of the British Empire; Hodgins' History of Canada and the other British American Provinces; Collier's Outlines of General History; Freeman's European History; Collier's The Great Events of History. (For Normal Schools, Sullivan's Geography Generalized.)

*Physical Science.*—C. Tomlinson's Rudimentary Mechanics; Cassell's Hand-book of Natural and Experimental Philosophy; Haughton's Manual of Mechanics; Asa Gray's How Plants Grow; Roscoe's Lessons in Elementary Chemistry; Balfour Stewart's Lessons in Elementary Physics; Balfour Stewart's Physics (Science Primer); Cherriman's Elementary Mechanics, including Statics and Dynamics; Hamblin Smith's Elementary Hydrostatics; Nicholson's Outlines of Natural History; Foster's Physiology (Science Primer); Huxley's Elementary Physiology (Science Primer); Geikie's Physical Geography (Science Primer); Geikie's Geology (Science Primer); Page's Introductory Text Book of Physical Geography; Roscoe's Chemistry; C. Cutter's First Book on Anatomy, Physiology and Hygiene, for Private Schools and Families; T. C. Girtin's The House I live in; Religious Tract Society's Our Earthly House and its Builder.

*French and German.*—Pujol's French Grammar; De Fivas' French Grammar and Elementary Reader; Collet's Conversations; Voltaire's Charles XII.; Corneille's Horace; Spiers' Abridged Surenne's French and English Dictionary; Ahn's German Grammar; Adler's German Reader; Goethe, Hermann and Dorothea, Canto II.

*Latin.*—Dr. William Smith's Series I, II, III, IV, and his Smaller Grammar; Arnold's First and Second Latin Books, the English Edition, revised and corrected by J. A. Spencer; Harkness' Introductory Latin Book, Reader and Grammar; Bryce's Series of Reading Books; J. Esmond Riddle's Dictionary.

*Greek.*—Dr. William Smith's *Initia Græca*; Curtius' Smaller Grammar; Farrar's Greek Syntax; Liddell and Scott's Lexicon, larger and smaller; Harkness' First Greek Book.

*Ancient History, Classical Geography and Antiquities.*—Schmitz's Manual of Ancient History; Pillan's First Steps in Classical Geography; Dr. William Smith's Smaller Classical Dictionary, and Dictionary of Greek and Roman Antiquities.

*Miscellaneous.*—Dr. Ryerson's First Lessons in Christian Morals; Dr. Wayland's Abridged Elements of Moral Science; Scripture Lessons—Old and New Testaments (National); Lessons on the Truth of Christianity (National); Dr. Ryerson's First Lessons in Agriculture; Whately's Easy Lessons on Reasoning; Orr's Dominion Accountant; Johnson's Book-keeping; Field Exercise and Evolutions of Infantry (for Squad and Company Drill), published by authority—pocket edition; Spencer's Modern Gymnast; Hullah's Manual of Vocal Music; Sefton's Three Part Songs; Vere Foster's Two Series of Drawing Books (it is recommended, however, that children be taught at an early stage to draw from the objects themselves, instead of from drawings); Davidson's Right Lines in Right Places, and Linear Drawing; Stickney's Teacher's Guide, and Bartholomew's Primary Drawing Cards; Dominion Drawing Book, seven numbers; Hermes' Drawing Instructor, for advanced students; Writing Copy Books for Ontario, used in the Normal and Model Schools, five parts.—*Marling's Educational Directory.*

#### 9. BATTLE OF THE BOOKS.

The Detroit Board of Education has addressed a circular letter to the publishers of books used in its schools, asking for their best discounts on such books, which it is proposed to sell at cost to scholars, and threatening, unless liberal terms are made, to adopt books of other publishers, or to join with other cities in getting up copy-right series of their own. This last is an idle threat, for as the school-book publishers make only ten per cent. net on the books they manufacture and sell, school-boards, without the stimulus of risk, and the needful experience, would find it a losing business should they go into the outside speculation of manufacturing books. But the publishers who are "in" do fear underbidding from the "outs," and are in a quandary whether they can afford to support the local trade. The panic with which some houses were stricken by the action of the Chicago Board is, in other words, bearing its natural fruits, as we predicted, and the West is quick to catch the notion that the book trade, and particularly the publishers, are a set of swindlers, who must be outwitted by any game that can be played against them. Detroit, with its 80,000 inhabitants, is the eighteenth city of the Union; taking out the three largest cities which use the "mixed" lists, it is the fifteenth city in importance to the individual educational publishers. It has a school population say of 15,000, and must spend some \$25,000 per year in books. Naturally, a publisher does not like to loosen his hold on such a market, and the exceptions of the Board of Trade do not restrict him except beyond forty per cent., although such a discount he knows to be against the interests of the local trade, of the reform, and ultimately of himself and the public. Now, the "outs" can gain nothing by breaking, for the "ins" will, of course, meet their terms, and it will only be the worse for them when another city tries bluff. Some members of the trade, who believe practically in reform, are proposing to put over the matter until the next meeting of the Board of Trade. Meanwhile the Detroit trade are to meet the Board of Education in the endeavour to show them that their policy takes them outside their true field as much as though they ran a coal-mine to get cheap coal; is a fight against tax-payers of their own city, throwing the business to others; and finally thwarts a branch of their very work of education by doing away with the book stores. If these Boards of Education will simply make up their minds to choose what books are best for the regular price, and buy on that principle, a legitimate competition will tend to reduce regular prices wherever they are extravagant, but the insistence on discounts has the inevitable result of forcing up nominal prices to cover nominal discounts.—*Publishers' Weekly.*

### III. Papers on Practical Education.

#### 1. HOW TO TEACH LITTLE CHILDREN.

If you want little children to make progress, you must endeavour to engage their attention, and to get them to take an interest in their lessons. Of course it is much harder to induce some dispositions than others to do this, but it is possible to excite an interest in a measure in the mind of every little child. The great secret of this is for the teacher to be lively and demonstrative, and to appear to take a vivid interest in the lesson herself (I use the feminine pronoun, you perceive, for I think that there can be no doubt that

women are endowed with more patience for this work of teaching young children than men). Well, be animated and talkative over the lesson, whatever it be, give praise when praise is due, and keep up the interest and attention of the young minds: but remember at the same time not to talk too much, for children soon grow weary of listening. It is an excellent plan to allow, or rather to encourage, the little folk to speak. I do not mean that they should be permitted to chatter on irrelevant subjects, but that they should talk on the subject of the lesson, for this not only increases their interest and fastens it on their memories, but it also teaches them to think and to form ideas. If you agree with me on that matter, you will also agree that it is a mistake, a grave mistake, to repel questions, and that it is a still graver one to laugh at the foolish and ignorant remarks made by little children. These small people are very sensitive to ridicule, and they will soon cease to ask for information if their questions are denominated as absurd or ignorant. I remember well how much I suffered in spirit from this ill-advised laughter, and how I often longed to ask questions, and thus gain information, but was deterred simply from the fear of being dubbed an ignoramus.—From "Cassell's Family Magazine."

## 2. DANGER OF NEGLECTING ENGLISH IN SCHOOLS.

In distributing prizes at an institution of learning not long since, the Lord Chief Justice of England made some remarks on the danger of neglecting the study of the English language in schools, which may be seasonable in Canada as well as in England. He said that in the zeal for various kinds of culture English composition was denied the prominent place it ought to occupy. "No one," said his Lordship, "bows with a more profound and reverent worship at the shrine of science than I do; no one values more highly than I do classical attainments. Nevertheless, allow me to say that I know of no study more valuable to an Englishman than the study of English. Nothing is more valuable than the power of English composition, English oratory and English elocution; and greatly as I value classical knowledge and the knowledge of foreign languages, I still say that the English language and English composition are of the first importance to Englishmen." A warning voice such as this is needed. Our educationists should give more thought to the subject.—*Montreal Gazette.*

## IV.—Papers on the Education of Farmers.

### 1. THE EDUCATION OF FARMERS.

The importance of this subject none will dispute. Agriculture as the grand pursuit upon which depend all others cannot be too highly extolled, too much esteemed, too generally appreciated, or too generously patronized by the State. It is the grand source of national prosperity, as without a skilful and laborious cultivation of the soil, and the products that result from this cultivation, all other sources of wealth would be at an end. The importance of both general and specific knowledge to the farmer must be admitted by every man who gives sufficient thought to the subject; and considering how much of the comforts of the human family depend upon the manner in which this business is carried on, the complicated nature of the pursuit, and the wonderful diversity in the agencies at work, it is really surprising that the thought should ever have entered the heart of man, that a very inferior preliminary preparation, or no preparation at all, might very well answer for the farmer. Why, none of the active pursuits in life, whether honoured and dignified with the name of a profession or not, are more essentially scientific in their character than agriculture. A knowledge of the composition of the soil, the elements of fruitfulness with which this soil abounds or is deficient, the kind of crops that require for growth and maturity the very constituents that are present in greatest abundance, the peculiar fertilizer required to suit a peculiar kind of crop, and the rotation best adapted to the composition of the soil—are all to be arrived at only by a knowledge which is purely scientific, and some parts only by a skilful analysis practically applied. While all admit that a wonderful improvement has been made both in the theory and practice of agriculture in the last quarter of a century, in Canada as well as in many other countries, still even under the best systems much yet remains to be done and learned; or perhaps it would be more proper to say that the application of scientific knowledge to this branch of industry has but just begun. That our correspondent should see and regret the growing distaste for this noblest, most independent, and most favourable to morality of all pursuits, is but another proof of the false opinions that are entertained by the young men of Canada. They are, as a general thing, about half educated, and this leads them to place a false estimate upon the different pursuits in which they see the people engaged. Without

the experience and quickened intellect that would enable them to penetrate a little below the surface, discover how much of the glitter that dazzles their imagination is but tinsel, and estimate aright the difference between appearance and reality, they are constantly drawing comparisons between other occupations and their own, and striking the balance against themselves and the occupation to which they have been brought up. Were they only able to understand the struggle for life that is constantly going on in our Canadian cities and towns—could they realize the care, the anxiety, the constant worry, the shattered constitutions, the blighted hopes and ruined prospects so prevalent, where they see nothing but evidences of happiness and the smiles of fortune, they would learn to be content with the lot in life in which their fathers prospered before them. But we fully agree with our correspondent that the young farmers of Ontario ought to be one of the best educated classes in the community, as they are undoubtedly one of the most important to the progress and wealth of the country. Not only do they require a good general education, but the country will never be what we hope to see it until the young agriculturist receives a certain amount of early training, specially designed to prepare his mind for the pursuit for which he is destined. But our correspondent must admit that even on these points, Ontario has not fallen far behind her neighbours. Provision has been made, as far as legislation can accomplish such a work, for imparting to the young farmers of Ontario just such specific knowledge as he contends for. It was designed by our Legislature that the public schools of the country should impart, to the students of the senior classes, a rudimentary knowledge of botany and agricultural chemistry; and that, to the more aspiring and ambitious, a scientific and practical knowledge of their future profession should be given in our Agricultural College and Model Farm. All that is now necessary is to see that these agencies should be gradually improved and extended, and then a few short years will suffice to cure all the evils of which our correspondent now justly complains.—*London Free Press.*

### 2. SHOULD NOT THE FARMER BE EDUCATED?

Although it has been said that every farmer should not try to be a geologist, meteorologist, chemist, etc., or study medicine to be his own doctor, or law to make it unnecessary to employ a lawyer, or theology with the sole view of doing his own preaching, still there is little doubt that all general information, and the more exact the better, has a tendency, if well applied, to be useful to the farmer's best interest. Every cultivator desires to gather from the soil, at small expense, large crops, with as little injury as possible to the source of production. He cannot do this without being familiar with the general principles in the various departments of his profession, and understanding most thoroughly the art of agriculture. The man who grows crops well must understand the nature of soils, which include more research than would enable him to arrive at the conclusion that one is sandy and another clayey, etc. Then what should be the extent of the farmer's education? Who will answer the question? One person is found fault with for being "too scientific;" another, for not being enough so. Now, suppose everyone should cast away prejudices, and apply knowledge for its own sake, we might hope for progress in mental acquisition, national wealth and prosperity. If the farmer was not placed in such close relation with every department of science—in a word, with Nature's diversified works—it would not be so difficult to define what should be the extent of his education. Let us apply truths as fast as they are discovered, and not find fault with the man of science because he cannot supplant the Divine Architect. It would be impossible for any agriculturist, during his life, to study any one department bearing on his calling to its fullest extent; and, therefore, who will venture to advise when he shall cease to explore—or lament over the exhaustion of the realm of knowledge?—*Pen and Plough.*

### 3. MORE EDUCATION AMONG FARMERS.

It is a fact shown before the British Parliament that "while the rental of land in Ireland has doubled during the previous hundred years, and that of England tripled, the rental of Scotland had sextupled itself in the same time." This is attributed mainly to the vastly superior school system which Scotland has possessed, and the skill and enterprise it has fostered among the people. It is a fact that a truck-farmer, within a dozen miles of any of our large cities, will get a clear profit of two or three hundred dollars from an acre of land, while the average old-style farmer hardly gets that amount of profit from his hundred acres or more. Those facts are worth studying by the still large class who do not see the use of agricultural papers and teachings, etc., and think muscle is the main thing in successful farming. The truck-farmer studies his market, knows what is wanted, learns how to raise it, when and where to sell it, believes in manure, buys it, believes in knowing all about his bu-

business, takes his paper, reads it and thinks, don't kick at facts because they are printed, keeps his eyes open, and drinks in knowledge from men and books. He keeps learning and succeeds in business. There is still a large class of our farming population completely stereotyped. Many take no agricultural paper, attend no fairs, no farmers' club, try no experiments, have no faith in improved tools and stock, and are hardly able to tell at the end of the year whether they lose or gain in their business. Success in cultivating the soil is already, and is to be more and more, dependent upon brains. Men who read and think most, plan most wisely and execute most skilfully, will succeed best. We need all the help we can get from the teachings of science, from journals, from fairs and clubs, as well as from the daily experience from the fields.—*American Agriculturalist*.

#### 4. FARM, GARDEN AND HOME.

##### DENMARK DAIRY SCHOOLS.

It appears that the manufacture of butter and cheese is a rapidly increasing business in Denmark. This is said to be largely owing to a system of dairy schools which is in vogue there, and which are liberally fostered by Government aid. The design of these institutions is to train the pupils in the several branches of dairy management. There is a school of this description on the Island of Iceland, under the direction of M. Svendeen. The following extract from the report of the Iceland establishment will give some idea of the course pursued :

"From the 1st of September to the 1st of November the establishment contains only girls, from the 15th of November to the 1st of August only lads, both classes entering the school at fifteen to eighteen years of age. They pay about £2 a month for their board and education. The instruction is both practical and theoretical. For two or three hours daily they receive lessons on the keeping of accounts, dairy management, and natural history; they are instructed in the physiology of milch cows, the action of the mammary glands, the food of cattle, etc.; and in the afternoon some time is given to music and singing. The greater part of the morning, however, is devoted to practical work in the dairy, where the students are distributed to their allotted tasks of milking, making butter, cleaning utensils, preparing rennet, etc. About three to four hundred quarts of milk are treated daily, all the operations are carefully explained, and the establishment is provided with the newest and best apparatus for dairy work. The students entering these schools (M. Svendeen has about forty yearly of either sex) are chiefly sons and daughters of farmers and proprietors. They come with a good previous education, and generally leave the school with a real enthusiasm for its pursuits. The success of the system is such that many applicants have to be refused admission every year. Norway and Sweden are following the example of Denmark."

We are apt to look upon such little kingdoms as that of Denmark in the light of old fogy nationalities, behind the times, and far inferior to the progressive people of the Western world. Yet we might learn much from them. Many Canadians regard a single School of Agriculture for a vast Province like Ontario as a superfluity, and are willing that farmers should go jogging along in the old rut of traditional custom and sleepy ignorance. Yet here is one of the smallest nations of Europe devoting public money to the encouragement of a number of schools, whose object is the development of a single branch of rural industry. In view of the magnitude of the dairy interest in this country, the almost unlimited scope for its expansion, the quantities of poor cheese and still poorer butter foisted on our markets, who will say it would not be wise to borrow an idea from the Danes and get up dairy schools? Suppose we were to try one by way of experiment. Our leading dairymen by this time feel the importance of some steps being devised to advance this great and important interest. Can they think of anything more likely to accomplish so desirable an end than the method hit upon by the prudent, thrifty Danes. We commend the matter to the consideration of those who are engaged in the dairy business.

#### 5. WHY THEY LEAVE HOME.

A practical farmer says a few sensible things concerning the very general propensity on the part of farmers' sons to leave their homes. The fathers of these truants say their sons do not like the farm, and have gone into the cities. Any one who passed through the country can say this is true. But I think in nine cases out of ten the fault is with the farmers themselves. There are many men who own large farms, and have money at interest, who live in a very inferior style. Too many farmers' homes are large and cheerless inside, and the outside ditto. Now when a farmer's son does go out in the world, and has a chance to look around for himself, and into the extreme

difference in the appearance, manners, and customs prevalent in our large cities and towns, the contrast is so great that he imbibes a dislike for the old, cheerless home, and hard, close led life upon it. When a farmer owns a farm and has it paid for, and has money at interest, then I contend he should pay some attention to the inside comfort and adornment of his home. He should see to it that the social instincts of his family are cultivated by music, family reading, and discussions upon the general topics of the day. I think if such measures should be carried out, the great majority of farmers' sons would not be in such a hurry to leave home. Treat your sons kindly; remember that you were a boy yourself, and that you wanted a day for recreation, fishing, gunning, etc. They will work hard enough to make up for it. Above all, let them have plenty of reading matter; supply them with books and papers, and strive to have them spend their evenings at home. Make the old home so attractive that they will prefer it to lounging round in stores, hotels, and drinking saloons. With the farmer lies the responsibility of making the habits of his sons, deny it who may.

#### V.—Good Breeding and the Young.

##### 1. THE GENERAL ABSENCE OF GOOD BREEDING.

During a recent tour through the sections of country resorted to in summer for health and recreation, we were struck with the very general evidences of ill-breeding which were visible almost everywhere. We were travelling solitary and alone, and therefore had abundant opportunity to observe and reflect.

It has been remarked that in no position in life are the evidences of good or bad "bringing-up" so apparent as at the table. At the table, in the act of partaking of food, men are either gentlemen or boors.

Nothing is easier than the acquisition of good table manners, and perhaps nothing is more rare. Of course manners of any sort, acquired late in life do not sit gracefully upon the wearer. To come naturally, and as a matter of course, good manners should be ingrained, as if it were inwrought, making a part of the daily life from childhood up. It is early association which, in nearly all cases, gives character to the subsequent life. If the father and mother eat like animals and talk like barbarians, the children cannot wholly escape contamination. A few generations of such people, unelevated by any refining intermixture, is sure to secure great degradation; and depravity is only a step lower down. Families and communities never remain long stationary: the tendency is either up or down. With Americans, the tendency is usually upward. Some son or daughter goes out from the rural home, knowing little of the unselfish amenities of refined and cultured life, but quick to see and apt to learn—and returns to infuse a new air over the rude circle. If he or she is wise and good, only excellent and valuable acquisitions are added to the family store; if weak and foolish, the worst attributes of the worst classes with which they have associated are liable to adhere to them. It is wonderful to notice how well-nigh universal all over the country is the use of the knife for conveying food to the mouth. The object of the knife is chiefly to cut. It has other uses; as, for example, to spread butter; but it never was designed to be thrust into the mouth. It is a very awkward instrument for this purpose, because its shape makes it necessary that the elbow should be elevated and protruded to keep the implement on a level. This use of the knife is not tolerated among cultivated people, and is especially to be deprecated at tables not supplied with a butter-knife, as is often the case in the country hotels. To take the knife out of the mouth and dip it into the common butter or salt-dish, is not by any means an uncommon occurrence, although a very disgusting one to the cleanly looker-on. The hotel-keeper who doesn't comprehend the ordinary decencies of life sufficiently to provide butter-knives and salt-spoons, and sugar-spoons, ought to abandon the traffic which he disgraces.

The noises made by mouths of eaters are marvellous and disheartening. The supreme height over the lower animals to which cultivated man attains, as indicated in noiseless mastication, is fallen far short of by the average hotel denizen in the country.

The habit of reaching over the plate and immediate surroundings of a neighbour is constant. It seems to be deemed improper to ask a fellow-guest to pass an article within his reach, but entirely decent to reach across his plate and seize it. This is a gross error. It is always polite to decorously ask for what is beyond our reach; it is always vastly ill-bred to pass hand and arm in front of our neighbour in order to secure it.

Nearly all the country hotels now-a-days place glasses of wooden tooth-picks on the table. These are eagerly seized upon by some and energetically used during any periods of waiting. The effect



upon the appetite of sensitive people may be left to the imagination. The fact that some things are to be done in private, and that cleaning the nails and picking the teeth are of this sort, seems to be widely forgotten.

Good manners should be taught at home; but in thousands of homes there is nobody to teach them. The duty then devolves upon the *school-teacher*, who ought to be schooled up to the decent and unselfish and respectful amenities of cultivated society. In many cases he is not so schooled, and his example is nearly as harmful as that of the home circle. There seems, then, but one way to secure a correct demeanor, and that is by making it a branch of education. Let us have teachers of manners as well as of mental philosophy. Give us more etiquette and less Greek. Let us be decent if we cannot be deep. Let us be strong in good manners even though weak in book-lore. We will not admit that the engrafting of appropriate discipline in manners and politeness would in any sense lessen the attention to other topics of education. The competent teacher will teach manners not by setting apart hours to consider behaviour, but by a method less palpable. He will, first of all, set the example of goodness. We say goodness, for we are sure ill-manners always imply something bad. The great companion-trait is selfishness, forgetfulness of the rights of others, and of the presence of others, and of the respect which is due to the feelings of all human beings. The genuine teacher, then, will show in his own life how sincerely and generously he respects the feelings of others, the small not less than the great. This example will surely be imitated by the best pupils. Vicious habits—and few habits are more vicious than those which render unhappy the human being with whom we are thrown in chance contact—should be kindly met with a private explanation of their impropriety. If a pupil is seen to scrape his finger nails publicly, he should be told that this act cannot be tolerated in public. If he uses a tooth-pick or carries it in his mouth, he should be assured that well-bred people never do these unpleasant things in the presence of others. If he is seen to spit on the floor, or in any public manner, he should be made to understand that he has done a rude and disgusting thing. If he blows his nose with his fingers, and without the interposition of a handkerchief, he should know he has committed an unpardonable breach of decorum. If he lolls and lounges when he should sit or stand; if he carries his hands in his pockets; if he blows his food, instead of waiting for it to cool; if he conveys from his mouth by the aid of a spoon, or fork or knife, such portions of the food as are unfit to swallow, instead of quietly removing them with his fingers; if he has dirty hands when unemployed; if he hawks and spits and blows his nose when sitting at meals—for we have seen even this disgusting barbarism practised of late; if he spits at all, except very privately; if he tucks his napkin under his chin, instead of holding it in his lap or using it to wipe his mouth or fingers; if he makes himself a nuisance by using tobacco or any other exceedingly dirty substance; if he sits at table with an accumulation of dirt beneath his finger-nails; if he neglects to keep his teeth clean; if, in short, he does anything indecent, uncivil, unclean or impolite, let the error be privately pointed out as often as it occurs, and the result will be, or ought to be, the eradication of the vice. With the young properly instructed in the decencies of refined and cultivated life, we may hope that the American people will one day become as famous for good-breeding and politeness as they are for energy and business capacity.—*Hall's Am. Journal of Health.*

## 2. WORDS TO THE YOUNG.

We try to speak often and wisely to the young of both sexes, and we are often overjoyed to learn that they appreciate our efforts to interest them. We know that whatever our nation is to become rests with the young; that the future of the country is in their hands. So we seek to make the boys and girls sweet, and pure, and moral, and thoughtful, and intelligent, and find our reward in the fact that the work which we do in this direction will live long after we are gone.

There is not a man alive to-day, who, if he tell the truth, will not say that he has fairly wasted a good deal of time which he might have usefully employed. Young men and young women never or rarely reflect upon these things; but the reflection deepens as years advance. We wish then that we could live life over once more. If this were allowed us, how many errors would we avoid; how many follies would we surely escape; how many noble deeds would we do. At middle age we are just about ready to begin life in earnest. As we stand midway between the cradle and the grave, we begin to wonder and regret that we permitted the days of youth to go by only half enjoyed. For, the truth is, we do not really enjoy time which is misspent. We cannot really say that hours passed in idleness or dissipation are enjoyed. We are never really happy when

we are not gaining something. There is, absolutely, no genuine comfort except in acquisition, and the supremest joy of all is found in the acquisition of useful knowledge.

Our young friends will find it vastly more agreeable to look back upon the accomplishment of some useful end, than to take in by a backward glance only time and opportunities thrown away. If every young man and young woman would determine that they will accomplish something in life, the world would move forward with wonderful strides towards all good and great ends. If each boy of 18 would say, "I will master a science or a business before I am 25." what a world we should have about us? Many a young man will read these words and will say: "I cannot be great. I cannot master anything. I do not know how to begin."

Let us tell you. Begin by mastering yourself. Begin by being superior to the ridicule of others. Begin by the fixed resolution—a resolution which you need not utter, but which you must act upon nevertheless—that you will not smoke filthy tobacco, or put it in your mouth, or touch it, any more than you would any other dangerous and offensive thing. Then declare that you will never touch or taste certain other poisons such as arsenic, brandy, strychnine, wine, prussic-acid, beer, and the like. Some of the poisons which we have named you will not be likely to use; others you will be tempted to employ. The ones which you are tempted to use you should avoid more carefully than the rest. The ones which you are not likely to be urged to swallow, are no more dangerous than the more fashionable ones; but you are not likely to see them as often, and so will probably escape their injurious effects.

You may say that others use some of the poisons which we have spoken of, and live through it. Of course this is true; but you are a sensible young person—would you care to read this journal if you were not?—and you do not wish to imitate the dangerous practices of any man or woman. You have noticed that these poisons do not always kill, of course. This is merely because the dose taken has not been large enough. There is no disputing the fact that they are all poisons. All the opium and all the alcohol in the world never yet made a single pound of solid, honest flesh.

A young man can do great things, in any direction, if he will but set about it with determination, and industry, and patience. No young man of any sort of character will feel willing to be forever behind in the race for position, and honour and knowledge. He would prefer to lead and not to be led. If he desires to lead he can do so. It rests absolutely with him to determine the position which he is to occupy. Earnest endeavour and a right purpose, good habits, good morals, and good health, clean hands and a pure heart—these are the essentials; with these all things are possible.

## 3. A WORD TO BOYS.

Parents should, by repeated admonitions and friendly advice, strive to instil into the minds of their boys the idea, that no matter what their antecedents have been, no matter what their present condition is, their future is to a great extent within their own control—that in a young and flourishing country like Canada, where there is freedom for all, with ample scope for everybody's talents and ambitions, and where true merit is the talisman of success, there is a bright prospect before every youth who starts out in life guided and governed by sound principles and honest intentions. The facilities for securing the untold advantages of education are nowhere else so good or abundant; there is, therefore, no excuse for that Ontario boy who grows to man's estate in this country and yet must plead ignorance. Better Common Schools are not to be found in the world, and they are open to every one, without distinction of class, creed or colour. The especial importance of possessing at least a groundwork on which to rear the structure of life and success, is not to be over-estimated, and no better foundation exists than that furnished by the solid rock which can be hewn out of the rich quarry of a good English education. The base may be rugged and less shining than the builder would like, but it is there, come what will, and, as time passes, may be polished to correspond with the more showy edifice as it rises symmetrical with the advantages the occupant may possess in after-life to adorn and beautify it. We dwell upon the necessity which every youth is under to store his mind with all the sound and honest knowledge that he can grasp. No better indication, perhaps, exists of the future a boy intends to carve out for himself than is afforded by his efforts to secure every particle of education he can. That lad who thirsts after information, and has parental or friendly advice to guide him into the true paths, may be esteemed as being already on the high road to success, if not to fame, for in no respect is that prognosticating proverb, that "the boy is father to the man," more true than in this. Every boy has or should have an innate ambition to become something better than he is, but he may rest content that his efforts will be hampered,



if they do not result in actual defeat and disappointment, if he have not the rudiments of education. Many noble men, whose younger days were contemporary with those when there were no schools, and who, consequently, never had adequate instruction, have struggled against apparently overwhelming odds, and by indomitable perseverance have risen above their fellows, who had had better opportunities than they; do not they afford splendid examples for the growing generation? Self-made and self-taught as they are, they grieve over nothing so much as the lack of advantages in their youth. We have them by scores in Canada, and illustrious they are when regarded in the light of their intrinsic qualities. The youth of to-day can make no excuses when they reach manhood; it may be that circumstances were adverse to their attending school, but they must know that not only are they protected by law, but are by law required to go to school so many days in the year. There is no lad but can go to school, if he from his heart wishes it; if others strive to prevent him, he has a friend in the law if not in flesh and blood. Canada needs thousands of intelligent farmers, tradesmen, mechanics, sailors, soldiers and even labourers, as much as learned lawyers, doctors, clergymen, and statesmen, and to every Canadian boy she holds the door of entrance wide open. Where there is no mental training, mere manual skill goes for little, but where both are combined then prospects for promotion are good, and once started what is to stop a man from ascending to the top of the ladder? These sentences are written with a desire to stimulate the lads who may read them to lose no time in selecting some honourable business, trade or profession, and then set themselves resolutely to work to achieve success in it. The youth who has no idea of what his future is to be is indeed a pitiable object, though his parents' or some one else's wealth at present seem to ensure him from future need or want. Let every boy lay aside such or any other hopes, which are often of the most delusive character, and resolve to rely on his own merits for his success in life, recollecting that it will be all the more creditable, and not forgetting that he must lay his foundation now.—*Hamilton Times*.

VI. Biographical Sketches.

1. REV. CANON BEAVEN, D.D.—The deceased, who was, like many of his class, as remarkable for the simplicity of his character as for the variety and extent of his attainments, came to this country as Professor of Divinity in King's College. When the institution was merged in the University of Toronto, he became Professor of Ethics and Moral Philosophy in the new College, and held that position for many years. Few men in the Church of England were held in greater respect among all parties than the Rev. Dr. Beaven.

2. REV. JOHN SUNDAY.—The death of this well-known and aged Indian missionary recently took place at his residence, Village of Alderville. Mr. Sunday had been a missionary of the Methodist Church for forty years, twenty-five of which time he passed with his tribe, the Ojibways, of which he was Chief, on the Indian Reserve in the Township of Alhwick. As a missionary, he was exceedingly zealous, always trying to promote the welfare of his tribe, and doing good service, till superannuated fifteen years ago, as a practical and original preacher. He once paid a visit to Great Britain on a missionary deputation, and, by his originality and ability, created quite a favourable impression, receiving many valuable presents, and being presented to the Queen. He was loyal to the British Crown; was one of the veterans of 1812, being present at Chrysler's Farm and other battles, and being invested with three medals for his valour. He was present at the late payment of veterans in Cobourg, and received his bonus of \$20.—*Cobourg World*.

3. CAPT. WALTER EBERTS, the second son of the late Joseph Eberts, was associated with the old firms of W. & W. Eberts, and need scarcely say that to their enterprise and large connections a great deal of the early prosperity of our town is due. During the Rebellion of 1837-8 he was appointed Chief Commissary of this district, performing the arduous duties in connection therewith to the utmost satisfaction of the Government. During the exodus of Canadians to Michigan, his efforts to induce them to remain in Canada were put forth to the utmost, and not a few happy families in our midst were prevailed upon to settle in this country. For a time, at their own expense, the firm of W. & W. Eberts employed an agent in New York City, who, by the inducements held out, caused many emigrants to make this part of Canada their home instead of remaining in the States. It is noteworthy that during his long career, from 1834 to 1857, as master of various steamers plying on most dangerous routes, no accident ever befel either boat or passenger.—*Chatham Planet*.

4. JOHN DUGGAN, Esq., Q.C.—The deceased was called to the bar of Upper Canada in 1840, having completed his studies in the office of his brother, the present County Judge of York. Nearly twenty years ago he was appointed a Queen's Counsel. Mr. Duggan was a generous and warm-hearted man, ever ready to lend a helping hand to a friend in distress. He was long a member of the Synod of his Church, and took a deep interest in all that concerned its welfare. For several years he was alderman for St. George's Ward, and though not a prominent politician, was a thorough-going supporter of the Conservative party. Countless friends, to whom the name of "John Duggan" has for years been a synonym for kindly good temper and unpretending hospitality, will deplore his death with unaffected sorrow.—*Mail*.

MR. BENJAMIN CLARK, of Hamilton, came from the good old stock of U. E. L., and was born in Napanee in the year 1804, where he grew up to manhood, and removed to Cobourg, where he carried on a mercantile business for several years. In 1855, he, with his family, removed to Hamilton, where he was held in high esteem by all the commercial and private citizens who had the pleasure of knowing him.—*Times*.

VII. Mathematical Department.

SOLUTIONS OF PROBLEMS IN THE JOURNAL FOR OCTOBER, 1875.

1. A owes B \$1,000, and agrees to pay in ten equal annual instalments, at a rate per cent., simple interest, equal to the true equated time for all the payments; how much must B receive annually?

The interest of the sums payable before the equated time, from the times when they are due till that time, should be equal to the discount of the sums payable after the equated time for the intervals between that time and the times at which they are due.

Assume  $x$  = the true equated time and rate; then the times for interest are,  $x-1$ ,  $x-2$ ,  $x-3$ ,  $x-4$ , and  $x-5$ ; the times for discount are,  $6-x$ ,  $7-x$ ,  $8-x$ ,  $9-x$ , and  $10-x$  years.

$$\begin{aligned}
 x(100+x^2) \times (x-1) &= x^4 - x^3 + 100x^2 - 100x \\
 x(100+x^2) \times (x-2) &= x^4 - 2x^3 + 100x^2 - 200x \\
 x(100+x^2) \times (x-3) &= x^4 - 3x^3 + 100x^2 - 300x \\
 x(100+x^2) \times (x-4) &= x^4 - 4x^3 + 100x^2 - 400x \\
 x(100+x^2) \times (x-5) &= x^4 - 5x^3 + 100x^2 - 500x \\
 \text{Interest} &= \frac{5x^4 - 15x^3 + 500x^2 \times 1500x}{100} \\
 100+6x-x^2 : 6x-x^2 &:: 100+x^2 : \frac{6x^3+600x-x^4-100x^2}{100+6x-x^2} \\
 100+7x-x^2 : 7x-x^2 &:: 100+x^2 : \frac{7x^3+700x-x^4-100x^2}{100+7x-x^2} \\
 100+8x-x^2 : 8x-x^2 &:: 100+x^2 : \frac{8x^3+800x-x^4-100x^2}{100+8x-x^2} \\
 100+9x-x^2 : 9x-x^2 &:: 100+x^2 : \frac{9x^3+900x-x^4-100x^2}{100+9x-x^2} \\
 100+10x-x^2 : 10x-x^2 &:: 100+x^2 : \frac{10x^3+1000x-x^4+100x^2}{100+10x-x^2} \\
 \therefore \frac{6x^3+600-x^3-100x}{100+6x-x^2} + \frac{7x^3+700-x^3-100x}{100+7x-x^2} + \frac{8x^3+800-x^3-100x}{100+8x-x^2} \\
 + \frac{9x^3+900-x^3-100x}{100+9x-x^2} + \frac{10x^3+1000-x^3-100x}{100+10x-x^2} &= \\
 \frac{5x^3+15^2+500x-1500}{100}
 \end{aligned}$$

The solution of this equation gives  $x = 5.29484$ , the rate and time;  $\therefore x^2 = 28.03533$ ; and the annual payment becomes 128.03533.

2.  $x^{\frac{1}{5}} + y^{\frac{1}{5}} = a$ , and  $a + y = b$ .  
 Assume  $x^{\frac{1}{5}} = m + n$ , and  $y^{\frac{1}{5}} = m - n$ ; then is  $x^{\frac{1}{5}} + y^{\frac{1}{5}} = 2m = a$   
 $(m+n)^5 + (m-n)^5 = 2m^5 + 20m^3n^2 + 10mn^4 = b$ .  
 By Substitution, &c.,  $\frac{a^5}{3} + \frac{10a^3n^2}{8} + \frac{5an^4}{2} = b$ ,  
 $\therefore n^4 + \frac{a^2}{2}n^2 + \frac{16b-a^5}{80}$ ; from this quadratic,  $n$  becomes known,  $\therefore m$  is known, and  $x$  and  $y$  are known.  
 3.  $x^{\frac{1}{3}} + \sqrt{x^{\frac{1}{3}}y^{\frac{1}{3}} + y^{\frac{1}{3}}} = a$ , and  $x^{\frac{2}{3}} + x^{\frac{1}{3}}y^{\frac{1}{3}} + y^{\frac{2}{3}} = b$   
 Assume  $x^{\frac{1}{3}} + y^{\frac{1}{3}} = S$ ; and  $\sqrt{x^{\frac{1}{3}}y^{\frac{1}{3}}} = P$

Then  $S^2 - p_2 = b$ , and  $S + p = a : \therefore S - p = \frac{b}{a}$ , and  $S =$

$$\frac{a^2 + b}{2a}, \text{ and } p = \frac{a^2 - b}{2a}; \text{ hence } x \text{ and } y \text{ are easily found.}$$

4.  $72 \times 15 \times 2 = 2160$ , Surface of sides  
 $72 \times 24 = 1728$ , " bottom  
 $24 \times 15 \times 2 = 720$ , " ends

4608, area of the whole vessel.

$4608 \times 281 = 1294848$  lbs. weight of the vessel.

$72 \times 24 \times 3 \cdot 03617 = 187505$  lbs. of water to displace.

Then  $187505 \div 1294848 = .144+$  thickness of theiron.

5. Method of Computation. Let ABC be the given triangle; B at the vertex; D the given point in AC; and let DF represent the required line; then the area of DFC and base DC are known,  $\therefore \perp FG$  is known.  $BC \times AC : FC \times CD :: 3 : 2$ ; hence FC is known;  $\therefore GC$  and  $DG$  are known. Then  $(FG^2 + DG^2)^{\frac{1}{2}} = DF$ .

6. Construction. Let AB = the given line; and from B draw the  $\perp BC$ , such that  $BC^2 = (n-1) AB^2$ . Join AC, and make  $CD = CB$ ; and erect the  $\perp DE$  meeting AB in E; complete the parallelogram ADEF; join EC, and it is evident that EB and ED are equal. then  $\triangle ABC$  and  $\triangle ADE$  are similar;  $\therefore CB : BA :: ED : DA$ ; but  $CB^2 = (n-1) AB^2$ ;  $\therefore ED^2$  or  $EB^2 = (n-1) AD^2$ ;  $\therefore I \cdot 47$ ,  $AC^2 = \frac{1}{2} AD^2$ .

7. Let  $t$  = the whole time of descent;  $\therefore$  the altitude =  $\frac{1}{2}gt^2$ , and the space descended in the time  $(t-1) = \frac{1}{2}g(t-1)^2$ ;  $\therefore$  the space descended in the last second =  $\frac{1}{2}g(2t-1)$ , and  $\frac{1}{2}gt^2 = n \cdot \frac{1}{2}g(2t-1)$ ;  $\therefore t^2 = 2nt - n$ ;  $\therefore t = n + \sqrt{n^2 - n}$ , and the altitude of the tower =  $\frac{1}{2}gn(2n - 1 + 2\sqrt{n^2 - n})$ .

$$8. \Phi = F \sqrt{2gh} = \frac{10}{60 \times .02182 \times 8 \cdot 03 \sqrt{2}} = .673; \text{ the coeffi-}$$

$$\text{cient of resistance} = \left( \frac{1}{.673} \right)^2 - 1 = 1.23.$$

#### CORRECT SOLUTIONS RECEIVED.

John Anderson, Clarendon, P.Q., solved 2, 3, 4, and 8; Daniel Drimmie, Solina, 2, 3, and 8; William Waddell, Burns, 4, and a particular case of 5; Robert J. Walsh, Albion, 2, 3, 5, and 6. For the June No. of the *Journal*, Robert Patterson, Grafton, solved 2; and Michael Wallace, Sep. S., Osgoode, 1, 2, 4, 5, 6, and 7.

Correspondents to this department can receive answers to their communications by defraying the expense of postage.

Solutions of the following problems to be addressed to A. Doyle, Ottawa.

- At what rate of compound interest will money treble itself in ten years?
- $x^2 + x^{\frac{4}{3}}y^{\frac{2}{3}} = a$ , and  $y^2 + x^{\frac{2}{3}}y^{\frac{4}{3}} = b$ ,
- $x^4 - 2ax^3 + (a^2 - 2)x^2 + 2ax = a^2$
- In fig. I 47, the sum of BA and AC, and the difference of the squares of AD and AE, are given, to find BA and AC.
- Find straight lines which exactly represent the square roots of 5, 6, 7, 8, 10, 11, &c.
- There is a tube 1 inch in diameter and 6 feet high, inserted in a cubical vessel whose sides are each 4 square feet; the vessel and tube are filled with water: required the whole weight of water therein contained, and the whole pressure exerted in tending to burst the vessel.

### VIII. Short Critical Notices of Books.

W. A. MANSELL & CO., LONDON, ENG. :-

*Studies*, by Frank Miles :- A series of seven photographs of original drawings—studies of heads—by Mr. Frank Miles. They are admirably adapted for copying, and in themselves form very pretty pictures.

From BEMROSE & SONS, London.

*The Teacher's English Grammar Assistant*. With Hints on Letter Writing, &c. By the Author of the "Schoolmaster's Drill Assistant." *Bemrose's 1875 Code Copy Books*. A series of twelve books.

From W. & R. CHAMBERS, Edinburgh and London.

*Chambers's Elementary Science Manuals*—viz.

1. Astronomy. 2. Chemistry. 3. Geology. 4. Magnetism and Electricity. 5. Language. The object of the publication of these Manuals is the diffusion of some knowledge of the leading principles of Science among all classes of society. They are also designed to aid in "self-instruction." They are neatly got up, with illustrations, and are sold at 6d. and 1s. sterling each.

*National Reader*, Chambers's.

Those received are numbers IV. and V. The preface says, "Without discarding old and established favourites, the Publishers have sought to introduce freshness into the Readings by giving a large number of pieces from authors of the day."

*What Will the World Say?* by Charles Gibbon :- Toronto, Hunter, Rose & Co.

*Breakfast, Luncheon and Tea*, by Marion Harland :- TORONTO, HART & RAWLINSON; NEW YORK, SCRIBNER, ARMSTRONG & CO. :- A bundle of receipts for various mystic delicacies, prepared from almost nothing, entrees, cakes, creams, &c. The work is artistically constructed, each batch of receipts being introduced by a "familiar talk" on various subjects, all tending in one direction—meals, and how to make them enjoyable.

*Schiller's Die Piccolomini*, Edited by Prof. J. Morgan Hart :- G. P. Putnam's, Sons, New York; James Campbell & Son, Toronto.

No one could be better fitted to edit the series of German classics, of which this is one, than Prof. Hart. His knowledge of the language is extensive, and his experience of German life and customs was gained during his four years' sojourn on the continent. This will render his commentary on the text, as well as his index of persons and places, of more value. We hope the series so well edited and "got up" will meet the success it deserves. There is one sentiment expressed by the author in the preface in which we cordially agree. It is as follows:—"I venture to express an earnest wish that the time may speedily arrive when the study of German, and also French, shall be raised to a higher place \* \* \* and especially that the study of Continental history—this Pariah of our College curriculum—may be regarded as at least equal in dignity and value to the study of the Institutions of Greece and Rome," and (the author might have added) of the more than doubtful morality of their mythology.

MESSRS. D. & J. SADLIER & CO., NEW YORK AND MONTREAL :-

*The Young Ladies' Reader*.—Arranged by Mrs. James Sadlier, is a work designed especially for teachers in Roman Catholic female schools. The book contains 146 selections, which appear to have been made with great care and discrimination from both Protestant and Roman Catholic authors. The first part of the book is devoted to several excellent "Lessons in Elocution" from various authors. Each lesson is preceded by a short biographical sketch of the writer and closed with a brief dictionary of the prominent words which occur in it. The book is admirably printed with clear type on good paper.

*Metropolitan English Grammar*, by Wm. Lennie :- A new edition of a well known and excellent grammar revised.

*Victims of the Mamertine*, by the Rev. Father O'REILLY, D. D., author of "Martyrs of the Coliseum." D. & J. Sadlier & Co., Montreal.

After the success which the Rev. Father's last work seems to have achieved, it will not be hard to predict a like happy result for this. Though hardly as extensive a subject, it will not be found to be the less interesting on that account, since it leaves more space to be devoted to historical and descriptive writing. The Publishers will send the volume free by mail on receipt of price, \$1.75.

From J. W. SCHERMERHOM & CO., New York.

*Masterpieces in English Literature*, and Lessons in the English Language, with a Brief Statement of the Genealogy of the English Language, Biographical Sketches, Explanatory Notes, Suggestions for Expressive Reading, Methods of Analysis, &c. Designed for Colleges and Schools. By Homer D. Sprague. In Four Books. Vol. I.

The object of this important work is to present in as narrow a compass as possible a complete collection of "acknowledged English Masterpieces," and "productions that are complete in themselves." The present volume contains examples from Chaucer, Spenser, Bacon, Shakespeare, Milton, and Bunyan. Each author is illustrated with a portrait. The text has copious and most valuable notes.

*Elements of English Grammar*. By S. W. Whitney, A.M. To meet the many objections to text books on Grammar, the author says this one "has been prepared and rigidly confined to the subjects of Grammatical Etymology, or Accidence, and Syntax."

THE INDUSTRIAL PUBLICATION CO., NEW YORK :-

*Practical hints on Selection and use of the Microscope*, by John Phil, illustrated :- The work before us gives, in the plainest language, very complete directions for the management of the microscope and for collecting objects, preparing them for examination, and preserving and mounting them. That such a work is greatly needed, every one that owns a microscope of moderate power knows but too well. In the present volume all mathematical and theoretical disquisitions have been avoided; simple rules are given in plain language, and the whole is illustrated with such engravings as are necessary. We notice in it many new and valuable devices calculated to aid the microscopist in his work, and predict for it a large circulation, feeling that it cannot fail to do much towards enabling those who possess ordinary microscopes to obtain from them the greatest amount of instruction and pleasure which they are capable of affording.

From Professor HENRY.

*Annual Report of the Smithsonian Institute for the year 1874*. Government Printing Office, Washington, 1875.—A most valuable document, containing scientific papers on Warming and Ventilation, Ethnology, Electricity, Language, Tides, Temperature, Earthquakes, &c., &c.

## IX. Miscellaneous.

## 1. THE SCHOOL-MASTER'S GUESTS.

*From Farm Legends, Published by Belford Brothers, Toronto.*

I.

The district school-master was sitting behind his great book-laden desk,  
Close-watching the motions of scholars, pathetic and gay and grotesque.  
As whisper the half-leafless branches, when Autumn's brisk breezes have come,  
His little scrub-thicket of pupils sent upward a half-smothered hum.  
Like the frequent sharp bang of a wagon, when treading a forest path o'er,  
Resounded the feet of his pupils, whenever their heels struck the floor.

There was little Tom Timms on the front seat,  
whose face was withstanding a drouth ;  
And jolly Jack Cobbs just behind him, with a rainy new moon for a mouth.

There were both of the Smith boys, as studious as if they bore names that could bloom ;  
And Jim Jones, a heaven-built mechanic, the slyest young knave in the room,

With a countenance grave as a horse's, and his honest eyes fixed on a pin,  
Queer-bent on a deeply-laid project to tunnel Joe Hawkins's skin.

There were anxious young novices, drilling their spelling-books into the brain,  
Loud-puffing each half-whispered letter, like an engine just starting its train.

There was one fiercely muscular fellow, who scowled at the sums on his slate,  
And leered at the innocent figures a look of unspeakable hate,

And set his white teeth close together, and gave his thin lip a short twist,  
As to say, "I could whip you, confound you ! could such things be done with the fist !"

There were two knowing girls in the corner, each one with some beauty possessed,  
In a whisper discussing the problem which one the young master likes best.

A class in the front, with their readers, were telling with difficult pains,  
How perished brave Marco Bozzaris while bleeding at all of his veins ;

And a boy on the floor to be punished, a statue of idleness stood,  
Making faces at all of the others, and enjoying the scene all he could.

II.

Around were the walls gray and dingy, which every old school-sanctum hath,  
With many a break on their surface, where grinned a wood-grating of lath.

A patch of thick plaster, just over the school-master's rickety chair,  
Seemed threat'ningly o'er him suspended, like Damocles' sword by a hair.

There were tracks on the desks where the knife-blades had wandered in search of their prey ;  
Their tops were as duskily spattered as if they drank ink every day.

The square stove it puffed and it crackled, and broke out in red-flaming sores,  
Till the great iron quadruped trembled like a dog fierce to rush out-o'-doors.

White snow-flakes looked in at the windows ; the gale pressed its lips to the cracks ;

And the children's hot faces were streaming, the while they were freezing their backs.

III.

Now Marco Bozzaris had fallen, and all of his suff'rings were o'er,  
And the class to their seats were retreating, when footsteps were heard at the door ;  
And five of the good district fathers marched into the room in a row,  
And stood themselves up by the hot fire, and shook off their white cloaks of snow ;  
And the spokesman, a grave squire of sixty, with countenance solemnly sad,



"AND NODDED OBLIQUELY, AND MUTTERED, 'THEM 'ERE IS MY SENTIMENTS TEW.'"

Spoke thus, while the children all listened, with all of the ears that they had :

"We've come here, school-master, intendin' to cast an inquirin' eye 'round,  
Concernin' complaints that's been entered, an' fault that has lately been found ;

To pace off the width of your doin's, an' witness what you've been about,  
An' see if it's payin' to keep you, or whether we'd best turn ye out.

"The first thing I'm bid for to mention is, when the class gets up to read,  
You give 'em too tight of a reinin', an' touch 'em up more than they need ;

You're nicer than wise in the matter of holdin' the book in one han',  
An' you turn a stray *g* in their doin's, an' tack an odd *d* on their an'.

There ain't no great good comes of speakin' the words so *polite*, as *I* see,  
Providin' you know what the facts is, an' tell 'em off jest as they be.

An' then there's that readin' in cornert, is censured from first unto last ;  
It kicks up a heap of a racket, when folks is a travelin' past.

Whatever is done as to readin', providin' things go to *my* say,  
Sha'n't hang on no new-fangled hinges, but swing in the old-fashioned way."

And the other four good district fathers gave quick the consent that was due,  
And nodded obliquely, and muttered, "Them 'ere is my sentiments tew."

"Then, as to your spellin': I've heern tell, by them as has looked into this,  
That you turn the *u* out o' your labour, an' make the word shorter than 'tis ;

An' clip the *k* off o' yer musick, which makes my son Ephraim perplexed,  
An' when he spells out as he ought'r, you pass the word on to the next.

They say there's some new-grafted books here that don't take them letters along ;  
But if it is so, just depend on't, them new-grafted books is made wrong.

You might just as well say that Jackson didn't know all there was about war,  
As to say that old Spellin'-book Webster didn't know what them letters was for."

And the other four good district fathers gave quick the consent that was due,  
And scratched their heads slyly and softly, and said, "*Them's my sentiments tew.*"

"Then, also, your 'rithmetic doin's, as they are reported to me,  
Is that you have left Tare an' Tret out, an' also the old Rule o' Three ;

An' likewise brought in a new study, some high-steppin' scholars to please,  
With saw-bucks an' crosses and pot-hooks, an' *w's*, *x*, *y's* and *z's*.

We ain't got no time for such foolin' ; there ain't no great good to be reached  
By tiptooin' childr'n up higher than ever their fathers was taught."

And the other four good district fathers gave quick the consent that was due,  
And cocked one eye up to the ceiling, and said, "*Them's my sentiments tew.*"

"Another thing, I must here mention, comes into the question to-day,  
Concernin' some things in the grammar you're teachin' our gals for to say.

My gals is as steady as clock-work, an' never give cause for much fear,  
But they come home from school t'other evenin' a talkin' such stuff as this here :

'*I love,*' an' '*Thou lovest,*' an' '*He loves,*' an' '*Ye love,*' an' '*You love,*' an' '*They—*'  
An' they answered my questions, '*It's grammar—*'twas all I could get 'em to say.

Now if, 'stead of doin' your duty, you're carryin' matters on so  
As to make the gals say that they love you, it's just all that I want to know ;—"

## IV.

Now Jim, the young heaven-built mechanic, in the dusk of evening before,  
Had well-nigh unjointed the stove-pipe, to make it come down on the floor ;

And the squire bringing smartly his foot down, as a clincher to what he had said,  
A joint of the pipe fell upon him and larruped him square on the head.

The soot flew in clouds all about him, and blotted with black all the place,  
And the squire and the other four fathers were peppered with black in the face.

The school, ever sharp for amusement, laid down all their cumbersome books,  
And, spite of the teacher's endeavors, laughed loud at their visitors' looks.

And the squire, as he stalked to the doorway, swore oaths of a violet hue ;  
And the four district fathers, who followed, seemed to say, "*Them's my sentiments tew.*"

## 2. PROTECTION FOR SCHOOL CHILDREN.

Among the numerous wise suggestions made in the Public Medicine section of the British Medical Association at its recent meeting, was one calling for further legislative action to protect the health of school children, in private as well as in public schools, and to remedy defects which exist here more glaringly than abroad. Pointing out the manifest deficiency of sanitary arrangements, especially in the majority of private schools—the unfitnes of things themselves, the lack of cubic space and ventilation, the absence of playgrounds or other means of physical training, &c.—it is proposed that all persons acting as teachers be required to obtain from an educational examining board a certificate of competence, including some knowledge of the laws of health ; that no premises be allowed to be used as schools unless certified by a surveyor and medical officer of health as in every respect adapted to educational purposes ; that the maximum number of children to be admitted to each school be fixed ; and that the Medical Officer of Health have access for inspection at all reasonable hours. That a similar reform is still more urgently needed in this country, most of our readers know. Even our public schools, held in buildings constructed for their especial use, and supposed to be under the watchful and enlightened care of the public authorities, are, as we have frequently shown, generally models of all that schools ought not to be ; overcrowded and unventilated ; poisoned, not only with the pent-up exhalations from the inmates, but frequently with adventitious sewer-gases. And very many private schools, wholly exempt from any semblance of official supervision, are in a worse case. One or two rooms in an ordinary dwelling house, barely suitable for the sanitary needs of a small family, are hired by some speculative pedagogue, who knows no limit except that imposed by the dimensions of benches and desks to the number of pupils whom he is anxious to pack therein. Ventilation in warm weather depends on inadequate windows, and in winter these are shut and the scholars wedged closer together to make room for an air-tight stove ; and in such pens in every town in the Union hundreds of children stifle half the day, and sap the foundations of their health. More particularly does this apply to the younger classes of pupils, who at the most susceptible age too frequently fall into the hands of persons with just sufficient knowledge to teach the lowest rudiments of learning, but altogether ignorant of the simplest and most essential rules of hygiene. In a matter so nearly concerning our national welfare it is time that some action were taken, and we might treat our school children with at least as much consideration as we show our convicts, by requiring certain specified sanitary conditions in the places of their confinement, and fixing the minimum allotment of cubic space for each.—*N. Y. World.*

## X. Departmental Notices.

## SCHOOL CENSUS OF 1875 THE BASIS OF APPORTIONMENT IN 1876.

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

## XI. Advertisements.

## The Canada Educational Directory and Year Book for 1876.

Edited by ALEXANDER MARLING, LL.B.

CONTAINING an account of the Elementary, Normal and Secondary Schools, and the Universities and Colleges, with their Staffs and their Courses of Study ; Separate Schools ; Professional Schools ; Schools for the Deaf, Dumb and Blind ; Reformatory and Industrial Schools, etc. ; together with annals of Legislation, and Digests of the existing School Laws and Regulations ; the provisions for Religious Instruction, for School Inspection, and for the Examination of Teachers ; Lists of Certificated Teachers, and the Members of Educational Bodies and Authorities ; with Miscellaneous School Statistics for Ontario, Quebec, Nova Scotia, New Brunswick, Prince Edward Island, British Columbia and Manitoba.

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