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THE
JOURNAL OF EDUCATION
FOR
ONTARIO,

EDITED, UNDER THE DIRECTION OF THE
REVEREND EGERTON RYERSON, D.D., LL.D.,
CHIEF SUPERINTENDENT OF EDUCATION,

BY
J. GEORGE HODGINS, LL.B., F.R.G.S.,
DEPUTY SUPERINTENDENT,

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impossibility (on account of distances or railroad arrangements) of holding them at the usual hour, without giving more time to a county than is practicable, in connection with the accomplishment of the tour during the period of winter roads convenient for travelling by inhabitants of counties.

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

COUNTY.	TOWN.	Day of Week.	Day of Month.	Hour of the Day
Oxford	Woodstock	Monday	Feb. 1.	1 p.m.
Brant	Brantford	Tuesday	Feb. 2.	1 p.m.
Norfolk	Simcoe	Wednesday	Feb. 3.	1 p.m.
Haldimand.	Cayuga	Thursday	Feb. 4.	1 p.m.
Welland	Welland	Friday	Feb. 5.	1 p.m.
Lincoln	St. Catharines	Saturday	Feb. 6.	1 p.m.
York	Newmarket	Monday	Feb. 8.	1 p.m.
Simcoe	Barrie	Tuesday	Feb. 9.	1 p.m.
Grey	Owen Sound	Wednesday	Feb. 10.	7 p.m.
Bruce	Walkerton	Thursday	Feb. 11.	1 p.m.
Huron	Goderich	Friday	Feb. 12.	1 p.m.
Perth	Stratford	Saturday	Feb. 13.	1 p.m.
Lambton	Sarnia	Monday	Feb. 15.	1 p.m.
Essex	Sandwich	Tuesday	Feb. 16.	1 p.m.
Kent	Chatham	Wednesday	Feb. 17.	1 p.m.
Middlesex	London	Thursday	Feb. 18.	1 p.m.
Elgin	St. Thomas	Friday	Feb. 19.	1 p.m.
Wentworth	Hamilton	Saturday	Feb. 20.	1 p.m.
Peel	Brampton	Monday	Feb. 22.	1 p.m.
Halton	Milton	Tuesday	Feb. 23.	1 p.m.
Wellington	Guelph	Wednesday	Feb. 24.	1 p.m.
Waterloo	Berlin	Thursday	Feb. 25.	1 p.m.
Ontario	Whitby	Monday	Mar. 1.	1 p.m.
Durham	Port Hope	Tuesday	Mar. 2.	10 a.m.
Victoria	Lindsay	Tuesday	Mar. 2.	7 p.m.
Peterborough	Peterborough	Wednesday	Mar. 3.	1 p.m.
Northumberland	Cobourg	Thursday	Mar. 4.	1 p.m.
Hastings	Belleville	Friday	Mar. 5.	1 p.m.
Prince Edward	Pictou	Saturday	Mar. 6.	1 p.m.
Lennox and Addington	Napanee	Monday	Mar. 8.	1 p.m.
Frontenac	Kingston	Tuesday	Mar. 9.	1 p.m.
Leeds and Grenville	Brockville	Wednesday	Mar. 10.	10 a.m.
Lanark	Perth	Thursday	Mar. 11.	10 a.m.
Renfrew	Renfrew	Friday	Mar. 12.	1 p.m.
Stormont and Dundas	Cornwall	Monday	Mar. 15.	1 p.m.
Glengarry	Alexandria	Tuesday	Mar. 16.	1 p.m.
Prescott and Russell	L'Orignal	Wednesday	Mar. 17.	1 p.m.
Carleton	Ottawa	Thursday	Mar. 18.	1 p.m.

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

COUNTY SCHOOL CONVENTIONS IN ONTARIO.

Circular from the Chief Superintendent of Education to Municipal Councillors, Local Superintendents, Visitors, Trustees, Teachers, and other supporters of Public Schools in Ontario.

GENTLEMEN,—

I propose, in the course of the next two months, Providence permitting, to make my fifth and last visit to each County or Union of Counties in Upper Canada, in order to hold a County School Convention of all school officers and other friends of education who may think proper to attend, in order to confer on the subjects of the Common and Grammar School Amendment Bills which have been recommended by a large Committee of the Legislative Assembly, but the further consideration of which has been deferred until the next session of Parliament. I cannot hope to be able to address any County Convention further than may be necessary to explain the objects and provisions of the School Bills referred to.

2. In order to afford the best opportunity possible for attendance by persons at a distance, each Convention will be held in the day-time, with two or three necessary exceptions. The meeting of each Convention will take place (unless otherwise stated) at one in the afternoon; and the proceedings will commence precisely at half-past one, whether few or many be present. In two or three instances, the meetings of Conventions will take place at other hours of the day, arising from the

5. The newspaper press in each county is respectfully requested to give notice of the time, place, and objects of the School Convention for such county.

I have the honor to be,
Gentlemen,
Your most obedient servant,
E. RYERSON,
Chief Superintendent of Education.

EDUCATION OFFICE,
Toronto, 30th January, 1869.

I. Intercommunications and the Press.

COLCHESTER, 16th January, 1869.

To the Editor of the *Journal of Education*.

SIR,—It is a trite but true saying, that the Teacher makes the School. I think one advantage that may reasonably be expected to be gained by the change in the school system of the Province will be a better discrimination with regard to the grade of certificates granted to Teachers.

It would appear to be almost a self evident truth that the best Teachers should have the highest grade of certificate, but all persons conversant with the working of the school system hitherto know well that frequently Teachers holding from year to year only a second class certificate are more successful in the practice of their profession than some who have received a first class certificate. This at first sight appears to throw blame on the County Boards, but it is quite possible that the County Boards may not have been chargeable with the evil. It was impossible for the Board to judge of the standing of the Teacher in respect to the actual practice of his profession—the only judgment possible in the circumstances was an estimate of his knowledge of the subjects taught in the schools. It is manifest that a knowledge of the subjects taught in school is a matter quite distinct from a Teacher's aptitude to impart knowledge, his zeal and success in teaching these subjects. It will be conceded by all that a Teacher's zeal and success in teaching should be a large element in forming an estimate as to what grade of certificate he should receive. The County Superintendent, from his notes taken at the examination of each school in the County, will now be able to afford to the new County Board such information respecting the management of each school, and the teaching capabilities of the teacher thereof, as will put in the power of the Board to do justice to the industrious and deserving.

In my own experience, and I have reason to judge in the experience of many other Superintendents, the advice and remonstrances of the Superintendent have been productive of no good result in the practice of inefficient teachers. Their only, or at least their principal motive being to get along without trouble with the Trustees and parents. In order to please these parties a vicious system has become prevalent of putting children forward into classes for the studies proper to which they are altogether unprepared. This substitution of a sham progress for a real one is a practice most injurious to the real advancement of the pupils. During the former part of last year, in one of the schools under my charge, a young woman was engaged who appeared to have a genius for teaching. Her plan was that in all classes above the first, the lessons should be recited cleverly and well, and any scholar, who after repeated trials, was either unable or unwilling to come up to the requisite standard was put back to the class below. This method presented to the scholar a strong motive for exertion and avoided the endless blunders common in most schools, which exhaust the patience of the teacher and disgust the class with their work. As this school had in a great measure been previously conducted on the plan of sham progress the cases of "putting back" were numerous, and the teacher in proportion lost in popularity. She however steadily followed up her method, and towards the end of her term of six months it was delightful to witness the excellent condition of the school. The correct recitation of lessons, the bright eye and intelligent answer shewed that the scholars had caught the spirit of the Teacher. But the term of probation was too short; if the teacher had been sustained for a longer time, the good effects of her method would have forced themselves on the attention of her employers, and the services of that excellent teacher would not have been lost to the township, as is now the case.

Under the former system the unfaithful, indolent teacher, or even one who being neither indolent nor unfaithful, yet disliked teaching, passed from school to school and from township to township, was engaged on the faith of his first class certificate and injured every school with which he became connected. If you think the above

fitted for insertion in the *Journal* you are at liberty to make what use of it you may judge proper.

I have the honor to be, Sir,
Your obedient servant,
JAMES BELL,
Local Supt. for Colchester.

2. SCHOOL TEACHING—"STYLE."

A Correspondent of the *Chatham Planet*, whose communications have already appeared in these columns, writes again to the *Planet*, as follows:—

SIR:—In my last I promised to treat of the duties of Teachers, and, as I consider the "Style" of a Teacher an important feature, and the cultivation of it an imperative duty, I shall treat of it at present.

The most necessary and most useful style for an instructor is a plain, perspicuous and easy one, but any person who is acquainted with the style of very many teachers must have observed how deplorably deficient they are in the qualification. I will point out some of their errors, and then give a few directions how to arrive at the proper standard in this qualification.

The appearance of a teacher in the school-room is the first thing that draws our attention. Some are slovenly in every point of appearance; their dress is not an example for pupils to follow. The teacher does not require fashionable dress, but he requires durable and neat clothing, but especially does he require to set an example in cleanliness. I do not wish any to suppose that I apply this to all; there are only a few who err in this matter. The manner in which he stands before the class is of great importance; some lean on their desk with their head supported on their hand as if it was borne down by some weight, but instead of that weight being wisdom it is "Constitutional tiredness;" Their whole deportment is anything else than graceful. The body should be an emblem of the mind.

Others have a fantastic style, especially in the manner of discourse. They use foreign words that are not sufficiently naturalized, and use terms of art on every occasion. It is true that in teaching the sciences we have to use some foreign names, because the English language is deficient in names suitable to the variety of subjects belonging to learning, but they should be used very seldomly—only when absolutely necessary.

Others use fine affected words that belong only to Court; or some peculiar phrases that belong only to the theatre; these should not be used; poetical language being too metaphorical for children to comprehend. The language should be plain and brought to a level with the pupil's attainments.

Slang phrases should be carefully avoided. It is not to be supposed that men of liberal education have been brought up where such language has been used, besides, it would create very offensive ideas were illustrations drawn from the scullery or jokes.

An obscure and mysterious manner of expression should be avoided. Some persons have been led by some foolish prejudices into a dark unintelligible way of thinking and speaking. A teacher should be careful in this matter, and should study clearness of expression so that he can express his ideas in such terms as his pupils can understand.

Some have a long tedious style of expression, which lessens the clearness of the subject. It is similar to the case of a queen bee who is hid by the swarm, so the precise fact is hid from the understanding by the multiplicity of words. Sentences should be short but explicit. No teacher should swell his propositions to an enormous size by explications, exceptions and precautions. He should disentangle and divide his thoughts, that too many may not be crowded into one paragraph.

One great error is in speaking too fast. The teacher is the pattern for the pupils; if he speaks fast so will they, and, as it is the tendency of pupils to hurry through their sentences, the teacher should endeavor to counteract this. The result of too fast speaking is bad pronunciation and indistinctness of utterance—two great faults.

To overcome these errors and gain a proper style, the teacher should accustom himself to read those authors who think and write with great clearness, such as convey their ideas into the understanding as fast as the eye can run over the sentence. This will give the basis for a proper mode of communicating ideas to the youthful mind.

He should get a distinct and comprehensive knowledge of the subjects which he teaches; the tongue will very easily clothe these ideas in a proper manner.

"Good teaching from good knowledge springs;
Words will make haste to follow things."

He should make himself acquainted with all the idioms and special phrases which are in the language, because it is needful to vary the form of expression so as to convey the needful ideas of the subject to the mind in the most impressive manner.

In order to avoid tautology he should store the mind with synonymous words or terms so as to avoid the necessity of using the same word frequently, which is very disgusting to the ear of the learner. The use of synonyms gives beauty to the style, if they are not used in succession.

Many Teachers and even writers connect their sentences by relatives, but they should rather connect them by conjunctions and copulatives that they may appear as separate and distinct sentences and be thus less liable to confuse the hearer.

The Teacher should accustom himself to clear and distinct ideas on every thing he thinks of. He should not be satisfied with obscure and confused phrases and thoughts where clearer may be obtained. One obscure idea may lead to a misunderstanding of the whole subject, and thus cause labor in vain.

One very good plan to get distinctness of expression is to take some young person and begin to talk to him on some subject with which he is totally unacquainted, and be very careful to ascertain if he understands you or not, continuing to change the form of expression until he can understand it. This practice will soon enable any ordinary teacher to arrive at the plans best fitted to convey instruction.—*Chatham Planet*

II. Papers on Practical Education.

I. PRACTICAL LANGUAGE-LESSONS IN THE SCHOOL-ROOM.

BY REV. J. F. REINMUND, LANCASTER, OHIO.

The cultivation of language *must begin very early* in the education of the child. It is amazing what a stock of words, and what facility in construction children have, when they commence school at the age of six. Surely this indicates that they are capable of making great progress in the use of language already in the first few years of their education at school. The first primary room, then, is the starting place.

But how must this cultivation proceed? The instruction must first be *informal*, in order that language may be a natural growth. At this early stage, no set lessons need be used, no rules are to be given. This is the *imitative stage*, and familiar conversations, accompanied by questions and answers and corrections, must be chiefly relied upon. The more *formal* lessons may commence in the second year of school.

Oral and *written* exercises must also be combined at every step. Children must see and criticise their own work. The mechanical itself aids, very materially, the processes of the mind, blackboard, slate and paper must, then, be freely used. Periodical, *written* examinations should be frequently conducted. This is the way to accuracy, elegance, and force in the use of language.

Further, the *proper use of the organs of speech*—good enunciation in every particular—this is also essential to language cultivation. Language must be uttered as well as written. If the hand, by writing, aids the mind, in the production of thought, so do the mouth and ears. We want, then, good sound, distinct articulation, a perfect expression by the mouth, and a nice discrimination by the ear, as well as neat and accurate execution on paper.

Notice, next, the *successive stages of development*. I will only indicate these for the present.

I. The *imitative and intuitive stage*, in which we may employ the following means:

1. Properly encouraging and directing conversation.
2. Conducting reading in a natural way.
3. Correcting mistakes in recitations and all other intercourse.
4. Copying sentences from various sources.
5. Dictating from books, or one's own sentences.
6. Narrating incidents, asking questions, and receiving oral and written replies and descriptions.
7. Committing to memory and reciting pieces suited to the capacities of the children.

II. The *constructive stage*, in which the following appliances may be used:

1. Conducting object-lessons, oral and written.
2. Letter-writing and easy composition, including also the writing of business forms.
3. Picture object-lesson composition.
4. Converting easy poetry into prose.
5. Promiscuous placing of words, to be arranged into a sentence.
6. Several and progressive steps in construction and analysis, similar in plan to the first part of "Greene's Introduction."

Here the nature and use of words may be more fully pointed out, the parts of speech named, and the preparation for the use of the text-book—at about the age of eleven or twelve—completed.

III. The *scientific stage*, including:

1. Elements of words.
2. Parts of speech and parsing, including also outline reviews.
3. Syntax of sentences, phrases and words. Here we construct, reconstruct, classify, transform, correct, and apply rules.
4. Analysis, including outline of analysis.
5. Diagraming.
6. Constructing sentences, according to required conditions.
7. Rhetoric, composition, and logic.

1. *Letter-writing* may be embraced in such a course, commencing as soon as children can write legibly—which they may be taught to do in their first year—and extending over the entire school period. I am convinced by what I have tried, that children may early write neat little letters. Furnish them with materials, and indicate the form and arrangement on the blackboard. Make the exercise a sociable entertainment. Let some of the letters be addressed to the teacher, and sometimes to other pupils, or to some little friends abroad. These letters must, of course, be corrected. The blackboard may be used, in part, for this purpose. Models should be presented frequently by the teacher. These exercises may alternate with other language lessons; may be conducted as rhetorical exercises, on Friday afternoons. They may also be made a specialty, at times, and be used more frequently than once a week. The items of correction, in the successive stages of progress, are too obvious to require mentioning.

2. *Object-Lessons* afford excellent opportunities for language-lessons. Indeed, the great design of the former is to cultivate the expressive faculties. When conducted only orally, they accomplish but a part of the good designed. Let the object be carefully examined, and made the subject of conversation. Next, let the names of the parts be written down, usually in a classified way, that you may have a general and systematic outline. Then let simple yet careful sentences be constructed, expressing name, parts, nature, origin, use, etc., according to the character of the object and the age and progress of the pupils. With the younger scholars, the sentences may sometimes be constructed by the teacher on the blackboard, elicited from the scholars by questions, repeated orally by them in concert, and then copied on their slates.

In this connection, I have found *pictures* exceedingly useful. Here we take, as one of the first and easier exercises, a picture containing a number of objects, respecting which it is designed to make simple and short statements. The children look carefully at the picture, then name the objects in it. These names are placed on the blackboard and slate promiscuously, and something is said respecting each, either by itself or in its relation to the other objects on the picture. Each expression should be made a complete and correct sentence, sometimes volunteered by the pupil, at other times elicited by the questions of the teacher. Each sentence should be written down by the whole class or school; may also be repeated orally in concert. Here is free and easy construction.

A further step consists in grouping or classifying these names of objects in the picture, and requiring the pupils to say something respecting the relations of each class of words, and thus including all the words of the group in the construction of a single sentence usually. Several sentences may thus be made from a single picture. To avoid complication, let the sentences be short; and for the sake of variety, let them differ in form. This exercise is adapted to children in the third and fourth years of the school course, or to the third and fourth reader classes. The more simple picture exercises may be commenced a year sooner. In all these, criticisms are offered by the children in regard to spelling, punctuation, the use of capitals, and construction.

In the same manner a picture containing but a single object, may be used; as, for example, a horse or camel. Here the analytic process becomes more difficult; and naming, classifying, and describing of parts more complicated and indeed scientific. Such pictures must either be simplified for younger scholars, or used only with the more advanced. Sentence-making must here again be adapted to the capacities of the scholars.

I know of no method of language culture more attractive and useful to the younger scholars than that which employs pictures. And that man who will prepare and publish a good systematized course of Picture-Object-Lesson Composition for the use of teachers, will, in my opinion, be a benefactor of our schools.

3. A *Building-up* process of constructing sentences must also be included in a practical course of language-lessons.

The children select some object about which they propose to say something. They determine whether to speak of one or more. Place the name of the object on the blackboard and slates. Distinguish between name, object, and sound. Say what the object

does. This is the best affirming word to use first, denoting *action*. Afterward what it is, and what it *receives* passively. Have the pupils utter the sentence distinctly. Ask them simple questions: "Of what do we speak?" "What word represents the object?" "What is said of the object?" "What word represents the act?" "We have now a sentence: Bird flies." "A sentence is a collection of words in which we say something of an object." "Here we have a short, yet complete sentence, containing only two words." "Write it on your slates as on the blackboard, and see that you commence with a capital letter, and write distinctly and spell correctly." "Now, utter the sentence in concert." In like manner extend and write out the same or other sentences, by developing the parts of speech in the following succession generally: The noun, verb, article, adjective, adverb, preposition, conjunction, interjection, and pronoun. Lead them gradually to the naming of the parts of speech, using such terms as "object words," "affirming words," "quality words," "manner words," "relation words," and so on. This building-up method will admit of five or six courses of gradual progress, each succeeding course containing a larger number of the properties belonging to each part of speech than the preceding. In the *first part* of this series, the parts of speech may or may not be named in the usual way. Several school years may be included in this course; the advanced stage of it immediately preceding the use of the text-book in grammar. A common-sense analysis should accompany this building-up plan. Indeed, one of the most useful methods in the entire course of language-training is to have, frequently, a common-sense talk about sentences, without naming the parts of speech at all. Let pupils analyze their own expressions in this manner. I have found this exceedingly useful.

2. MODES OF TEACHING SPELLING.

The great object of learning to spell is to be able to spell correctly in writing. Occasionally a person is called upon to spell a word for another, and among the thousands who go to school, here and there one, in after-years, engages in teaching—spelling, perhaps, as well as other things. But the great mass learn to spell with a view to writing orthographically. To make instruction in orthography, therefore, a practical thing, spelling should undoubtedly be taught through the point of the pen or pencil. This, we believe, has now become a very general mode with small classes. With classes numbering from four to twelve, it does very well to dictate to them short sentences for five or ten minutes, according to the degree of their advancement, requiring them to capitalize, punctuate, put in hyphens, apostrophes, etc., as well as "spell" their words correctly. Then let them exchange slates or papers, and correct each other's work, without any communication between them. This will consume about ten minutes more. Let the teacher then examine the entire work, if not in the recitation room, after the class is dismissed,—the writer as well as the corrector of each having signed his name thereto, before the exercises are delivered over to the teacher for examination. The one who makes the most corrections should be credited accordingly—allowing always one correction to counter-balance one error, if the scholar be so unfortunate as to have made any. Let every error (whether in spelling, or in punctuation, or in the overlooking of an error, or in any other respect) made in attempting to correct another's work, be accounted the same as a mistake in writing the exercise. A daily record should be kept of all this. At first, the mistakes will be so numerous that but little can be given out and attended to. But in a few weeks, if this system is faithfully persevered in, it will be surprising to see what progress is made, and how the errors decrease in number.

One cannot, however, always have small classes. And even if he can, the following method affords a pleasing variety. Say a class of twenty-five has just been organized. The lesson has been assigned, and is supposed to have been studied. The class assemble, and are arranged alphabetically, or by lot, or according to age, as may seem best: if according to age, the youngest at the head, the next in years next, and so on to the oldest, who takes the foot. The lesson begins. It may be in single words, or in sentences. Suppose the latter. The sentences should be short, each complete in itself. The spelling is to be done orally. The sentence is given out distinctly, and the whole class is expected to attend, as it is not to be given out again, even though it is missed. We will suppose numbers 1, 2, 3, 4, and 5 successively spell their sentences correctly, capitalizing, punctuating, etc., as necessary. Number 6 misses. The teacher is to take no notice of it, otherwise than quietly and in a manner unobserved by the class, to put a dot with a lead-pencil opposite the name of the one who has thus missed, and in the proper column for the day, in his record-book, which should be open before him all the time as well as the book from which he dictates. Instead of giving the misspelt sentence to the next one to spell, give

out another sentence, just as if no mistake had been made. This, the class should understand beforehand, is to be the case. The first one who observes the mistake, instead of spelling the sentence given to him when his turn comes, pronounces the sentence that was missed, then spells it. If correct, he passes up and takes his place above the one who missed it. If not, the next one may try it; if he misses it, the next; and so on until the work is correctly done. If it should pass the foot uncorrected, and number one spells it right, he "goes up" and takes his place above the one that first made the mistake. That is, if number 6 made the mistake, and it passed around uncorrected to number 1, number 1, who corrects it, takes his place just above number 6. He has virtually passed from one below the foot up to within four of the head again. For passing the head, he is credited one. Should he pass the head again before the recitation is over, he is credited with two "heads." Thus several scholars may pass the head during one recitation; and each therefore is credited accordingly. At the close of the exercise the class are numbered, their numbers recorded, and when they next come together, they take their places in the order in which they stand at the close of to day's recitation. If any are absent for a day or more, when they appear in the class again they take their place at the foot, relatively to each other in the order in which they were when they were present last, which is readily decided by a reference to the record-book. To-morrow's recitation, if possible, should begin at that point in the class at which to day's left off. In this way, all are dealt by equally, and the one who passes the head the most times during the quarter of the session, if not positively the best speller, is the most attentive and most deserving. At the end of the quarter or the session, or oftener if desirable, the record, so far as the number of heads gained is concerned, may be read off; and once or twice a year it does very well to make something of a present to the best one or two in the class. Grown people work better, as a general thing, if they expect to be well rewarded for their labour; and children do better, too, if something tangible in the form of a prize is held out for their attainment.

It will be found that the giving out of a word or sentence but once is an excellent exercise for gaining the attention as well as strengthening the memory of the pupils. Occasionally I have found it beneficial to interrupt the spelling exercise by asking reasons for certain things; as, why *America*, in a sentence like "Columbus discovered America," should begin with a capital; why *web-footed* should be spelt with a hyphen; or *can't*, or *'tis*, or *John's*, with an apostrophe; why the *i* should follow, and not precede the *s* in *business*; why *queen* should begin with a capital in such a connection as "We were introduced to Queen Victoria," and not in such as "We were introduced to the queen;" etc., etc. If *fuchsia*, or *sibyl*, or some similar word occurs, explain its etymology, especially if the class is composed of more advanced pupils. Questions and explanations like these tend to fix the orthography of certain words, or of words under certain conditions, indelibly upon the mind, if they do not really for the first time call the scholar's attention to it.

When any of the class display inattention or a lack of proper study, and in consequence make a certain number of mistakes during the recitation, say three, or even more according to circumstances, an excellent penalty is to require them to copy *literatim et punctuatim* a page of foolscap at the close of the day from their Reader.—N. Y. Teacher.

3. FINGER CALCULATION.

A correspondent of the London *Athenæum* says: The reference of Prof. De Morgan to the employment of the fingers for the purpose of notation induces me to speak of the very ingenious application, in China, of this living abacus to arithmetical calculations, of the faculty it gives for the settlement of accounts, and the easy solution of all sums, whether of addition, subtraction, multiplication, or division, from one up to a hundred thousand. Every finger on the left hand represents nine figures, the little finger the units, the ring finger the tens, the middle finger the hundreds, the forefinger the thousands, the thumb the tens of thousands. The three inner joints represent from 1 to 3, the three outer 4 to 6, the right side 7 to 9. The forefinger on the right hand is employed for pointing to the figure to be called into use; thus 1,234 would at once be denoted by just touching the inside of the upper joint of the forefinger, representing 1,000; then the inside of the second, or middle joint of the middle finger, representing 200; thirdly, the inside of the lower joint of the ring finger, representing 30; and lastly, the upper joint of the little finger touched on the outside, representing 4. Or, again, 9,999 would be represented by touching the side of the lower joint of the thumb (90,000) and the lower side of the joint of the fore, middle, and the little fingers, representing respectively 9,000, 900, 90 and 9. The universal correctness of the accountancy of China, when there is no purpose of fraud, and the

rapidity with which all trading and commercial accounts are calculated, are facts of notoriety to all who have any acquaintance with purchases of sales made in that country.

4. SCHOOL EXPERIMENTS IN ELECTRICITY.

Every teacher can easily manage to get a glass tube, or a glass rod, or even a piece of a lamp-chimney; also, a rod of sealing-wax, a few pieces of woolen cloth (flannel) and silk; also, a few little pieces of any kind of fur, some hard rubber (say a piece of a broken comb.) A collar-box, from which the bottom has been removed, forms a paper hoop which is also valuable for electrical purposes. Finally some common but very thin paper—best silk paper—is very useful. With the above, or portions thereof, the fundamental properties of electricity can be illustrated. Beside, it is well to get a small piece of amber; in the jewellery stores or fancy stores they usually keep strings of beads made of amber, and most store keepers are sufficiently gentlemanly to sacrifice one bead on the altar of science, if gently asked to do so, especially by that great division of the teaching brotherhood consisting of sisters.

If you obtained some silk paper, cut off a strip about an inch wide, and six or seven inches long, and while holding it in the left, draw it a few times through between the thumb and first finger of the right hand. It will now be strongly electrified, so as to be attracted by a knuckle of the right hand while the strip is still held in the left. Thus, by rubbing a piece of paper it acquired the new property of approaching the finger. The cause of this mutual attraction is called electricity.

Now cut some thin paper up into very small pieces. Rub the glass, or sealing-wax, or hard rubber, etc., with either the woolen, silk, or fur; and in each instance you see, upon bringing the rubber, glass, etc., near the paper cuttings, that these fly toward it. Often, after having adhered for a little while, the paper cuttings suddenly rebound, so as to indicate a repulsion. The attraction due to electricity may also be shown by the rim of the paper box mentioned above. Rub the rod of sealing-wax thoroughly, hold it parallel to the paper ring, and sufficiently near the rim. This latter will roll toward the rod, and, upon properly removing the rod, the rim follows it along the table (which must be exactly horizontal, for the power is rarely sufficient to raise the rim up hill). Again, bend a piece of card-paper at right angle, put it on the narrow base, and approach the rod of sealing-wax to the upper and longer vertical part: the electrical attraction will pull it down.

These experiments may readily be multiplied. They can at any time be shown before a class, especially when the room is properly heated.

By rubbing hard rubber with a piece of fur, and presenting a knuckle to the rubber at different places, a sharp noise is heard when the knuckle is held near enough to the ear: and when the experiment is performed in the dark, small sparks are seen to pass between the knuckle and the hard rubber.

By these simple means, any teacher may present the fundamental phenomena of electricity to his pupils. Attraction, repulsion, light and sound as effects of electricity. He may already have referred the small ones to the great exhibitions of electricity in the atmosphere, produced by the motions of the elements, and resulting in flashes of lightning and claps of thunder. He may also state that this force properly developed, serves as the swift messenger between distant nations, in the telegraph.

Finally, exhibit a piece of amber; show that it is very readily and strongly electrified. State that already the ancient Greeks brought amber from the Baltic; that they called it in their language *electron*, and that this is the origin of the name of the peculiar force developed in it by friction.—*Iowa School Journal*.

5. ADMIRABLE SUGGESTIONS ON THE SCHOOL-ROOM.

Though the direct instruction of the pupils is rightly regarded as the principal purpose of the primary school, every earnest and intelligent teacher will feel that it is his duty to devote much attention to the formation of habits of order, cleanliness, and neatness, as well as to the cultivation of a taste for the refined and beautiful.

The children attending our schools will be the parents of the next generation, and upon their inclinations and habits will depend the character of their homes and the tenor of their lives. If their homes are to prove comfortable, cheerful, attractive—in a word, homelike—we must let slip no opportunity of arousing and encouraging a love for order and tidiness, and a dislike of that which is ill regulated and slovenly. A peasant's or an artisan's home, though cheaply and humbly furnished, may present a pleasant aspect, and its charms may outweigh a thousand external and noxious influences.

Children spend no small portion of their time in school. Every one, therefore, admits that they are greatly influenced by the example of the teacher and the public opinion of the school, but many think little of the effect produced by the appearance of the room in which they are taught. Yet a positive influence is exerted. A boy or girl coming from a slovenly and wretched dwelling will be attracted and benefited by frequenting a clean and pleasant school, while one that is dismal, repulsive, and dirty may positively undermine the beneficial influence of a respectable and cheerful home. In some instances the contrast may enhance their affection for all that is materially attractive, but too often we fear an opposite effect will be produced.

Founders of schools would do well to erect them on healthy and suitable sites and in an attractive style.* A handsome edifice is not necessarily more costly than an ugly one, and even if the expense is somewhat greater, it would be more than counterbalanced by the pleasure afforded to the eye. Many towns and villages already possess beautiful school-buildings, and suitable plans are to be found in several of the volumes of the Minutes of Council on Education.

We treat here, however, chiefly of the interior of school-buildings, and of their adaptation to purposes of moral education and æsthetical culture; and in doing so we must necessarily enter into very simple details. A first and essential requisite is *cleanliness*. The floors of every room ought to be swept twice a day if possible, and they should be frequently scoured. Before sweeping, the maps should be rolled up, and all tablets and pictures turned or covered. Desks, forms, apparatus, and window-ledges should be dusted as soon as the dust has subsided. If the desks are varnished, all ink spots can be removed by a wet towel; and if they are not, the stains can be taken out by a solution of oxalic acid. Earthenware ink-wells are the most suitable, as they can be easily washed. Children should be taught not to dip their pens too far into the ink, and to avoid shaking any excess of it over the floor. So, also, they should be told not to throw upon it scraps of waste and dirty paper.

The school-windows should be frequently cleaned, both inside and outside, and all broken panes should be removed. Covering with paper or any similar device should not be permitted, except as a very temporary expedient. If the sections are separated by curtains, they ought to be of a cheerful colour, and capable of easy removal, in order that they may be readily shaken and any rents repaired.

The upper part of the walls ought to be covered with a light colour-wash; a belt of black boards should occupy the centre; and the lower part should be wainscoted or painted. When the room is scoured the walls should be dusted, and cobwebs should be removed as soon as they are seen.

To diminish the dust of the school-room, scrapers ought to be fixed outside the doors, and kept in efficient repair. Mats, also, should be placed in the entrance-lobby, and the pupils must be directed to use both. The employment of mats will involve some expense, but the outlay will be amply repaid by the formation of a desirable habit.

In the lobby, or in some suitable recess, cap and cloak racks ought to be fixed, and a monitor or pupil-teacher should be held responsible for the neatness of its appearance. A large but inexpensive umbrella-stand would be a welcome addition.

Open fire-places ought to be guarded by neat and strong fenders. All ashes should be removed, and the general appearance should be as tidy as in a well-regulated home.

Every school should be provided with sufficient offices, and these ought to be kept scrupulously clean and in perfect repair. They should be separated from the rest of the playground by a wooden or brick partition.

The *orderly appearance* of the school-room is next in importance to its cleanliness. To maintain it, it is essential that all apparatus be kept in repair. Black boards, easels, and stands, when broken, should be mended; and maps, if torn from their rollers, should be

* "The situation in which the school-house is erected is by no means of slight importance. It is desirable to avoid the neighbourhood of any place of public resort, where the children would be exposed to the influence of bad example. The noise of a much frequented street or highway, arising from the passage of wheels over the pavement, from the cries of street-hawkers, &c., is the source of serious interruption to the school. The vicinity of any noxious trade; of a marsh or stagnant pool; of streets known to be frequently infested with fever, is liable to objections on sanitary principles, as well as the choice of a low site, from which there is no sufficient drainage.

"Bleak and unhealthy situations on the other hand, and sites on a dry, sandy soil, where the school-houses are exposed to concentrated radiation, with little ventilation, are not unfrequently chosen in rural districts, exposing the children, during many months in the year, to noxious natural influences, which often cannot be removed by artificial means."—Minutes of Council, 1839-40, p. 71.

repaired without delay—"a stitch in time saves nine." Notices and time-tables should be re-written as soon as they are injured or dirty; and damaged charts and pictures should be replaced. It is desirable that chalk and dusters should be kept in boxes provided for the purpose, instead of being placed on window-sills or other ledges.

In some schools children are tacitly permitted to cut their names in the desks, and to make chalk and pencil marks on the walls. Such destructive and mischievous practices ought to be put down with a strong hand. School apparatus should be held as sacred as household furniture; and training of this kind is peculiarly valuable apart from its influence in the class-room. Those of us who are in the habit of visiting dismantled edifices, castles, churches, and buildings with which important events are associated, are intensely annoyed at the damage done by thoughtless people, many of whom probably acquired a love for cutting and carving initials on these buildings from school habits; and there is little doubt that interesting places have been closed to the public from this vandalism of ours.

The *embellishment* of the school-room finds no place in the thoughts of many teachers. Even some who insist on scrupulous cleanliness will not attempt anything further. We think that in all cases maps ought to adorn the walls, for they serve a twofold purpose: they diminish the bareness of the school-room, and an acquaintance with the contour of continents and the topography of countries is most unconsciously acquired. If the maps were fixed on rollers like window-blinds, they could be easily rolled up at the close of each day and whenever the school is being swept.

Besides maps, we would add diagrams to illustrate lessons in natural philosophy, pictures of animals, trees, plants, and fruits, well-drawn representations of the homes and customs of foreign countries, sheets of ornamental penmanship, and an illuminated copy of the Lord's Prayer. A set, to illustrate the manners and customs of the Israelites, is published by the Religious Tract Society, and the brightness of their colouring renders them peculiarly attractive. Excellent pictures are also published by the Christian Knowledge Society. By covering the diagrams and pictures with a pure varnish, they will last for years and will be readily cleaned. In all schools where figure or map drawing and illuminating are taught, some of the best specimens should adorn the walls; and if it were esteemed an honour, the cleverest pupils would present some of their productions. When soiled, others should be substituted.*

We have often thought that a series of cheap, well-executed portraits of eminent men, placed in inexpensive frames, ought to grace our school walls; and we should be glad to find them generally in use. Even fern cases and aquariums would not be out of place. To a popular school, where the teacher took a pride in making it attractive, many gifts, we feel sure, would be presented by those who appreciated his efforts to improve the taste of his pupils.

The playground should be covered with gravel or asphalt, and wherever large enough it should be edged with flower-beds. These could be easily kept in order by the master and some of the senior pupils. The cost would be trifling, for seeds and flowers sufficient to make a beautiful display would be presented by the parents. Evergreens should be interspersed, as they would make the border look comely even in winter. None but those to whom the master granted the privilege should be allowed to touch the flowers, and this restriction would be a healthy educational influence.

What a contrast to this picture is presented by some school-rooms which we have in mind! There may be seen dirty floors, desolate-looking walls, damaged apparatus, tattered maps, broken panes—everything to repel, nothing to attract. However much knowledge is imparted in such schools, they reflect discredit both on teachers and committees, for they are insensibly developing habits which will frustrate no small part of the benefits resulting from intellectual instruction, and will be inimical to the happiness of all who are brought under their sway.—*English Educational Record.*

III. Education in various Countries.

1. GERMAN METHODS OF EDUCATION.

The Germans have great reputation as scholars all the world over, and Germany is, in some sort, the Athens of modern times. Of a German education we are all accustomed to speak, and speak with praise, but less is known of its kind and character as compared with our own systems, than is creditable to our people. The New

* All these pictures, diagrams, and illustrations, can be procured at the Educational Depository, Toronto.

York *Christian Advocate* has an interesting letter, giving a glimpse of German methods of education, from which we make the following extracts:

THE PRIMARY SCHOOLS.

"Academic education may be said to be a capital fact in German life. The Prussian system is, perhaps, the most perfect in the world, and nearly all the German States have modeled theirs from it. Even the French system, so far at least as elementary instruction is concerned, was copied from it by Guizot, after the official report of Cousin. It is compulsory; for every child must, under legal penalties, go to school from his seventh to his fourteenth year.

"Its primary training, if not so broad as ours, is more thorough. And yet it is the testimony of Horace Mann and other good judges, who have locally studied it, that it has not the same practical results in the subsequent lives of the population that ours has. This fact is, however, readily explained. The traditional customs, and also the laws affecting the common people, keep them down in spite of the germinal intelligence, and the aspirations which their early education gives them. The children study with avidity, and learn easily. They can be seen in troops, little chubby urchins, with knapsacks on their backs containing their books and slates, thronging the streets toward their schools as early as seven o'clock in the morning. Men thus equipped, and thus hastening along, would give the impression that the city was invaded. But no sooner do these eager little students get through the prescribed period of their school life than they must take to the vineyards, or crafts of their fathers, and work to the utmost to obtain a living. In these positions of drudgery they are fixed, as by fate, unless they can make their way in the emigrant steerage to America. Wages are so low, and the social castes of European life so rigid, that the lower classes can have little hope of ever rising above their hereditary condition. Nevertheless they are a better people for what education they get. Books are cheap, and the great authors, Schiller, Goethe, etc., especially the former, are familiar and dear, even in the lowliest household. They have learned music, and that is an acquisition which a German never loses. You hear melodies in the cottages, the fields, and along the highways, which might be applauded in a New York concert.

THE GYMNASIUM.

"The gymnasium of Germany is the next gradation in system. It answers to the American college, with perhaps a less varied but yet a more thorough curriculum and better results. We talk boastfully of our many colleges and universities, but there is hardly one of the latter, certainly not more than four in the whole United States, which Germany would admit to the title, and all our colleges would rank there as gymnasia, most of them as quite inferior examples. Yet in most every considerable community of Germany the gymnasium is found. The complaint of too many colleges in America is, therefore, false, if we only would give them their right title, and really aim at as complete an educational provision as Germany has to day.

THE UNIVERSITIES.

"The university is the great educational power of the country. Its courses of instruction proceeds on the assumption that its students are men, and have, in the sense of the American college, 'graduated,' for their preparatory studies have already filled up nine years. Many of them are, however, as young as our ordinary freshmen. They are nevertheless thrown on their own manhood. They live where and how they please, the university having no boarding 'commons' or dormitories. They have no recitations, but only hear lectures, usually with pen in hand taking notes. They elect their own course, attending what lectures they please, absenting themselves when they please, and have no amenability for idleness or negligence, save to the periodical examinations, which are severe and decisive. The German universities are what their title implies; comprehensive of all professional education. Having passed through our college curriculum—classics, mathematics, etc.—in their gymnasia, the German students enter the university, still, indeed, to study the classics, mathematics, etc., but only in their higher forms of critical learning, by dissertations or studies from men, each of whom makes his department a 'specialty,' and brings the latest results of inquiry to its illustration, giving it, meanwhile, as far as possible, a 'professional' direction.

Being Government institutions, these universities are efficiently manned and endowed. Take, for example, the ancient University of Heidelberg: There is hardly a department of it that is not more numerously manned than the entire faculty of any of our American universities, so called, if you include its professors "ordinary" or "extraordinary," and its "*privat docenten*." The "law faculty" comprises fifteen, the medical faculty twenty-two, the theological faculty eight, the faculty of philosophy fifty-five! This faculty of philosophy is a truly Germanic affair; besides speculative philoso-

phy, it comprises political economy, the natural sciences, mathematics, history, etc. Here there is a teaching corps of a hundred men! When shall America present a similar example of educational enterprise and liberality? And this grand institution is sustained by the little (though called the "Grand") Duchy of Baden, which is not much more than half the territorial size of Vermont. And should it be added, in order to give a still more correct idea of German interest for education, that this little state, or Duchy, has another renowned university at Friburg (more than four hundred years old), besides seven of what Americans called colleges, (gymnasias, etc.), four Normal Schools (for the education of teachers), twenty-six Latin and high schools, and about two thousand primary schools for the common people. This is but an example of German devotion to learning. Other sections of the country are equally advanced in this highest part of civilization. We have seen it asserted that all the faculties of our New England colleges comprises not as many professors as lecture at the single University of Berlin, and that all the colleges of the United States combined, could not furnish such cabinets and libraries as the universities of Berlin and Munich possess. It is this appreciation of education that is fast rendering Germany the predominant power of Europe; that has given her the richest literature of the last and present generations; that has dotted her territory with twenty-four great universities (in which there is a student for every 2,700 of the population) and more than 400 gymnasia or colleges, besides almost innumerable high academies of technology, mining, etc., that has scattered among her people more than one hundred and fifty public libraries, with about six millions of volumes; that has rendered her savans the supreme authorities of the learned world, and in Prussia has left but two and a half per cent. of her children, between seven and fifteen years old, out of the public schools. The greatest European power of the future seems to be passing into the hands of Germany, and her education is the best guaranty of destiny.

2. ENGLISH EDUCATIONAL REFORM.

Four great points of reform in public education now employ the attention of England. On each point the new Liberal ministry will be expected to act.

1. A National system of common education. There is none now. The "National Schools" so called, are simply church schools under the direction of the establishment. Few who are not Episcopalians take any interest in them. Not hoping for any change in a great while the Dissenters of all classes have been supporting their own church schools. They have misunderstood and dreaded the American system—"secular schools" as they term them. But better information have inclined them toward such a system which has long been earnestly advocated by such men as John Bright.

2. The utilization of the funds of the "endowed schools" for higher education. These "endowed schools" are many, and of various rank. Nine of them are known as the Great Schools, viz: Eton, Rugby, Harrow, Winchester, Westminster, Charterhouse, St. Paul's, Strewsbury and Merchant Tailor's, where young men are fitted for the Universities. The whole is 3,000. Of these 782 "were intended to give, or do actually give, a higher education than the National or British Schools, or were intended to educate, or do now actually educate, that part of the community which usually requires such a higher education." But they are almost all in the hands of Episcopalian governors. Eighteen of them were established before Henry VII, one as early as William II; only twenty-three have been established during the present reign. "Christ's Hospital" one of them, has an income of over \$300,000 a year; Bedford, \$75,000; King Edward's School, Birmingham, over \$60,000. Nine of them have over \$15,000 per annum. The boys educated at them number 36,784. while the middle and upper classes contain 360,000 between the ages of five and fifteen. It is proposed to re-distribute the endowments through the country, only 304 towns having such schools, and 228 being without, to supplement their income by moderate tuition, and apply other charitable funds now perverted, to the same purpose.

3. The opening of the Universities to those who do not adopt the XXXIX articles of the church of England. Dissenters are now excluded from the use of the foundations in the Universities, though since the opening of London University they can obtain "honors" by passing the proper examinations. This many have done. But no Non-Conformist can become a Fellow or Professor, or take any part in teaching. A great many "Liberal" members of the established church are in favour of this reform. Even Episcopal clergymen ask that the Universities may cease to be sectarian and become national.

4. The admission of women to the benefits of the Universities. Examiners sent down into the prominent towns from Oxford and

Cambridge are already allowed and authorized to examine girls. As the certificates of these University examiners open the way to more profitable employments in life of various kinds, they are greatly prized. London University has now established a more complete system of female examinations. The compulsory subjects are Ancient languages, English language, literature and history, mathematics, natural philosophy, and chemistry or botany. An option is allowed in modern languages; in Latin Cicero "de Amicitia," and "pro Archia," must be translated; in Greek the ten books of Homer's "Odyssey;" in English literature Shakespeare's Merchant of Venice, Milton's Comus and Lycidas, Addison's papers on Milton and the history of English literature from 1750 to 1790; in mathematics, arithmetic, algebra as far as simple equations, and the first book of Euclid. In chemistry, the general laws of the science and the non-metallic elements. The first examination will be in May, 1869, and each candidate must have completed her 17th year. Fee, two pounds. If she fails, the fee is not returned, but she can try two more annual examinations without a fee.—*Iowa School Journal.*

3. COMPULSORY EDUCATION AS A SYSTEM.

At the recent sitting of the Western Social Science Association, at Chicago, a paper was read on compulsory education by Mr. Ford, of Michigan. The following is a synopsis taken from a letter of a correspondent of the *Toronto Globe*. His arguments in favor of compulsory education were stated as follows:—

1. The parental rights are not proprietary rights but rights of guardianship.

2. The State by enjoining obligations on its citizens assumes the corresponding duty to see to it, that through proper education, they are enabled to perform the same.

3. The State has the right of prevention as well as of punishment, or, in the terse phrase of Macaulay, "He who has a right to hang, has a right to instruct."

4. If any citizen may demand of the Government, the provision of all the requisite facilities for a liberal education, may not the Government with equal propriety, demand of every citizen that he shall avail himself of these facilities.

5. The State has the right of self-preservation and of perpetuity. Education is necessary to liberty and hence may be compelled.

6. The aim of society is the protection of individual rights. The child, equally with the adult, has a right to this protection. Education is as necessary to the child as food.

7. Education is an indispensable qualification for citizenship in an educated community. The State has therefore the right to insist on this qualification, &c., &c.

Wherever education is not made compulsory, the proportion of non-attending children is lamentably large.

In Maine, in 1864, 44 per cent of the whole number of children between 4 and 20.

In Vermont, in 1865-6, 50 per cent.

In New Hampshire, in 1862, 68 per cent.

In Connecticut, in 1862, 47 per cent.

In Rhode Island, in 1863, 41 per cent.

In Pennsylvania, in 1863, 66 per cent.

In New York, in 1866, 67 3-10; West Virginia, in 1865, 75 per cent; Kentucky 51; North Carolina 55; Georgia 26. In Louisiana but 3 of the youth of the State attend the public schools.

In Illinois, to the credit of our State be it told, but 18 per cent of our population neglect attendance.

It was estimated, in 1856, that there were two millions of children in the United States not attending the public schools, while the number in attendance was one million eight hundred thousand.

In Sparta, children were under compulsory education from the age of 7. In Persia, in Scotland, in the reign of James I., and in France in the 16th century, the same. The French Republic, and Frederick the Great insisted on compulsory education. In the States of Germany, Portugal, Switzerland, Holland and many other European countries, education is obligatory. In Massachusetts, the law is in operation and works admirably. In Boston only 13 per cent of the children are uneducated.

Two papers were submitted on the "Instruction of Deaf Mutes," by Prof. Gilbert, of the Illinois, and Dr. McIntyre, of the Indiana State Institutions; the former advocating the lip and articulation system, the latter the system of "signs."

4. DR. GUTHRIE ON RAGGED SCHOOLS.

Dr. Guthrie's name has become a "household word" on this side of the Atlantic, almost as much as on the other, far beyond the denomination of which he is so distinguished an ornament. As a

popular writer and preacher, as well as an energetic practical philanthropist, he occupies a high place. His name has come to be particularly associated with "Ragged and Industrial Schools," to which he was among the first to give practical embodiment, and which he has for many years persistently, and in his own characteristic, eloquent fashion, defended and sustained. The establishment in Edinburgh, for which he has specially laboured, has been very successful. Through it and similar institutions the streets of the Scottish metropolis have been cleared of juvenile beggars, and that in the most effective way—by giving them the opportunity of becoming respectable and useful citizens. The yearly meeting in connection with this establishment was recently held in the Music Hall, Edinburgh, Sir Alexander Grant, the Principal of the University, in the chair. From the report read, it appears that there are in the chief and original school 210 inmates, who are fed and, so far, clothed as well as instructed. In another school, more recently instituted, there are at present 59.

The principal motion, which was seconded by Dr. Guthrie, was to the following effect:

"That this institution has a direct influence on the ignorance, poverty and crime of this city; that it has done valuable service as a preventative agent; and as the effect of this is to reduce taxation, and add to the security and prosperity of the masses, it is entitled to the enlarged confidence and support of all classes."

In supporting the motion, the Dr., among other things, said:—

"I have read what I believed to be exaggerated accounts of the good done by the Ragged Schools. I have seen statements to the effect that a large number of the children of ragged schools did as well as those of the holiest families and the best conditioned classes of the community. I don't believe that—I do not believe that—I have no swallow to get that down; but I believe this, for I can prove it, that nearly as many of the children attending our Ragged Schools do as well as out of any schools you will find in all this country. Taking into account who their parents were, taken into account the dens of iniquity out of which they come, taking into account the malign influences of their old associates—I say, taking these things into account, what these schools have done shows not only a blessed, but a marvellous result; and it is a result which settles, in my opinion, the *revertata questio* of religious education—it furnishes a solution of the question. And I say more, that in the view of the establishment of any national system—and, with all respect to the Baillies of Edinburgh, I shall say a compulsory system of education—I am in favour of a compulsory system; I have always been in favour of it, and I believe the whole of the humbler classes of society are in favour of it. I have seen Lords and Lairds opposed to a compulsory system, but I have not seen a working man opposed to it. He knows the need of it too well. Talk of compulsion, talk of interference with families, when a man once in ten years goes into a family of ladies and asks them their age. I think they will submit to anything after that. Well, but it is for the good of the country; the good of the country is involved; and I say that, if only the Government, in the view of the establishment of a national, and I trust, by and bye, a compulsory system of education, will agree to take a leaf out of our books in the management of the Ragged Schools, they shall do well. Well, there is another aspect of our Ragged Schools to which I shall advert. My days are passing. I have grown grey in the service, and, perhaps, I may not have another opportunity, and if I had I might not be able to address the assemblage. There is a different aspect in schools like ours from ordinary schools, and it is a very important one. Our schools stand in a totally different position from the ordinary schools of the country. You have only to read the report to see what the condition of the children of our schools is. We must act the parents' part to them. We must put ourselves in *loco parentis* to the children; and, therefore, the proper designation of these schools is not a "Ragged School," "Schools of Ragged Children," but schools for the adoption of children. That were a proper designation of the schools. The same duty lies upon us as upon the gentleman and lady who did me the honor—and when gentlemen do such good works as that they came to my house, I esteem it an honor to receive them—of calling at my house. They were accompanied by a girl whom you might have supposed to have been their grandchild. She was a very comely girl. Her mind was well cultivated, her countenance was refined and elegant, and her whole bearing was surpassingly winning; and she was as sweet a rosebud as ever flowered on the walls of castle or garden. She was not their grandchild. She had been a foundling; she had been an outcast. To hide her sin and shame, or maddened by the pangs of hunger and the cries of the child for food, when she had no food to give, a mother had stolen out in the darkness of the night, and laid the baby at a door, where, with many tears, no doubt, she prayed that those cries might reach the ears and the hearts of the kind folk within. Nor in vain! And when I looked on that child,

once an outcast on the shore—when I looked on that child, whose feeble wail, rising in the pauses of the winter storm, had called out the household to the door, and whose helplessness had touched their hearts—so beautiful, so sunny, and so sweet a smile! with a mind so well cultivated, the object of such kind culture and of Christian love—I thought it the finest sight my eyes ever looked on. I pull a boy out of the gutter and get hold of the outcast and take him in that hard-up condition to the Ragged School, and I feed him there, and I clothe him there, and I educate him there, and I pray for him there, and when he goes away, I follow him, as it were, with a mother's kindness and a father's counsel, and though he has not resided in my house, he is the son of my adoption, or the daughter of my adoption. And there's the point I cannot get over. I feel myself as much bound in conscience to tell him what I believe to be the truth of God as if he had been born in my own house or was a member of my own family. And standing up for the rights of parents against all men living—because it is God's ordinance—and regarding myself as a parent to those children whom I house, and educate and feed, and for whom I will be answerable at the bar of divine judgment—believing that, and holding that—I will neither allow priest nor presbyter to interfere with the education of those children, nor more than I will allow a priest or presbyter to come into my house and interfere with the education of my own. This is a principle; and I think for myself that that principle is a perfectly clear principle so far as these children are concerned, to be defended anywhere and to be defended everywhere. Well, then, I therefore claim for these children, and I give them, the unfettered use of the Word of God, believing as I do that it is the truth as it comes from God—not like coming through a stained glass window, as it comes through that colouring of ecclesiastical party—the truth as it springs pure from the fountain—not as it comes flavoured, and adulterated, and, perhaps, poisoned by the pipe through which it flows—(applause)—the truth, not as it is in sermons, though I am a preacher, nor in catechisms, nor in missals, nor in prayer books, but the truth as it is in the Bible. That is what I believe to be the truth, and nothing more or anything less that, will save those children—the truth that will work that change in them, as it has wrought in many of them, which relates to our Lord's blessed saying—"If the Son shall make ye free, ye shall be free indeed." Now a glance, and it shall be but a glance, then I will bring my remarks to a close. I have said we put ourselves in *loco parentis* to these children. This is no common school. It is a school where the children of our adoption are housed and taught, and a glance at the condition of these children shows, if we would do our duty by them, and through them to society, we must put ourselves in the place of a parent to them. What is their condition without a parent—or more unfortunate still, the victim of parents' vices, and often of their brutal cruelty and neglect. I am speaking of what my own eyes have seen, and ears have heard, until my eyes were filled with grief, and my heart with sorrow—I say the victims of parents' brutal cruelty and neglect, never taught a prayer, and unfamiliar with the name of God but in hideous imprecations. Trained not to habits of virtue, but to a life of misery and vice and strife; these had some shavings on the cold floor, and with a wintry wind, whistling through the broken panes. Perhaps the foul cellar, perhaps a gusty stair, with face unwashed, and cheeks pale and hollow with hunger, shaggy hair unkept, and their young and poor emaciated limbs looking freely through the loopholes of poverty—on their low sick bed, lying with no kind mother to nurse them—more familiar with blows than kisses, with curses than caresses. If cold and hunger have not sent hundreds to an early grave, they send them to the streets to learn them the way to the police office, and the way to the prison, and the way to punishment by the guilty hands of a society who saw their misery and their danger, and passed by on the other side. These are the creatures—the unhappy creatures—our school opens its doors to receive; and more than that, our arms and hearts are open to bless and to defend them. The condition of many of them is such that they might envy the poor boy whom I saw some twenty-five years ago, and years before there was a Ragged School. One night I went to pay a midnight visitation to these scenes in the Police Office. And what scenes—what spectacles of drunkenness and misery, and lamentation and woe! This boy's only friends were the police. He had no other human being on God's earth that cared for him. He had no friends but the police, and he had no home but the police office. Like a poor weed upon the ocean, that morning tide took him out, and the evening tide carried him in, and there I found him. The floor was his bed, beneath his head was a brick, and there he was lying, poor fellow, in sleep's blest oblivion, the stove before which he lay shedding its ruddy light on as sweet a face as ever mother doted on. I say there are many of these poor children that might envy that boy; and such being the condition of those children, we must be parents to them,

and we have been, and will be, in all respects; but oh, ladies and gentlemen, when you think of your own children, of your own house, how should gratitude to God for your mercies, as well as pity for their misery, move you. Very touching and very appropriate—and I will read from it—are the words a great novelist put into the mouth of a poor fallen girl—very touching for my purpose. May they sink into your hearts like seed into the kindly furrow, and bring forth a speedy harvest to these poor bairns. “Thank Heaven, upon your knees, dear ladies, that you had friends to care for you and to keep you in your childhood, and that you were never in the midst of cold and hunger, and riot and drunkenness, and—something worse than all—as I have been from my cradle, that I may use the word, for the alley and the gutter were mine, as they will be my deathbed.”

Something of the same kind is greatly needed in Toronto and other Canadian cities. The evil to be combated has not as yet reached such gigantic proportions with us, and consequently could be more easily met and mastered; but every year's delay makes it worse and increases the difficulties in connection with the whole question. We trust the friends of humanity and virtue will not allow to go to sleep their interest in the little outcasts who are fast growing up to be hardened and expensive criminals.—*Globe.*

5. REV. DR. McCaul's REMINISCENCES OF U. C. COLLEGE.

The following facts in regard to the earlier history of Upper Canada College were mentioned by the Rev. Dr. McCaul before the Education Committee of the House of Assembly, on the 15th inst. He said:—

This day, 30 years ago, he arrived in Toronto, to assume the office of Principal of that institution. Upper Canada College had been established, almost wholly through the influence of Sir John Colborne, afterwards Lord Seaton. Dr. Strachan was extremely anxious to have the University commenced early, and Sir John Colborne was just as anxious that it should not commence. In fact, he was determined it should not, even so far as to use the expression that not one stone should be laid upon another. The consequence was, there was an antagonism about the establishment of Upper Canada College. Dr. Strachan never looked kindly on it, and was extremely anxious to prevent any of the funds of King's College being used for its support, or at least to have as little as possible of those funds so applied. The College was opened in 1829—in the first instance, in the Grammar School. The Head master of the Grammar School, Dr. Phillips, and, he believed, the other masters, and the pupils, were transferred to Upper Canada College, and in order to make it, he supposed, take the place of the Grammar School, it received the double name of Upper Canada College and Royal Grammar School. Dr. Harris, his (Dr. McCaul's) immediate predecessor, established the whole system of the School, on the plan of an English Grammar School. He (Dr. Harris) was much opposed to what were called mixed schools—that is, he wished that there should only be a classical education given, and that the classical masters should teach English, and nothing more of it than was absolutely necessary. The same gentleman also introduced a system of punishments which was quite new in the Province, known as the “cow-hide” system, (Laughter.) This created a prejudice against Upper Canada College, and the result was, that the Grammar School was revived. Dr. Harris was at the same time compelled to make some changes in his plan, and had what he called a “partial” class, to show that the boys who got merely an English and commercial education were only partially educated. Through the pressure of the public, also, he was obliged to establish a Preparatory School, with a preparatory master. When he (Dr. McCaul) took the office, his views in some respects were different from those of his predecessor. He certainly admired his arrangements very much: they were astonishingly minute, and accurate to a wonderful degree; but his objection to a mixed education was just the opposite of his (Dr. McCaul's) feeling. He, therefore, encouraged the English branches and French, and introduced German, and—what was a great source of annoyance to the classical masters—gave the masters in the other branches a veto on boys being advanced merely for their classical knowledge. Finding, also, that there was no University established at that time, he introduced a good deal of University work, and had a seventh form—which did not now exist—into which he introduced some subjects that really belonged to a University course. The boys were taught, for example, Logic, Natural Philosophy, &c. The position which Upper Canada College occupied at that time, was thus, that of a substitute for the University, and at the same time it had to discharge the duties of a Grammar School. At the time of the opening of the University, Upper Canada College had for many years been discharging these functions well, and it was regarded as a very im-

portant institution, in the interests of the higher education; and it continued to be maintained, though not with the same standing as it had before the University was established.

IV. Suggestions and Counsels on Education.

1. EARL FORTESCUE ON THE POWER OF EDUCATION.

Earl Fortescue, in the course of an able address delivered at the annual dinner in connexion with the East Devon County School, said:—“The business of testing and stimulating education was being efficiently carried on throughout England. The establishment of middle-class examinations by the two ancient Universities supplied a test of good schools and a stimulus to fresh exertion, which was particularly needed to enable parents to ascertain whether they got their money's worth in the education of their children. Magistrates and landowners were deeply interested in the subject of education. It was impossible for those engaged in magisterial duties not to feel that something more was needed for the repression of crime than the deterring power of punishment and intimidation; the want was wholesome education for the young. And success in farming did not now depend on capital alone, but skill was indispensable; and it was of the highest importance that a good solid foundation of general education should be laid. The greatest engineers, the greatest military men, the greatest lawyers, the practice of our national Church, all the highest authorities seemed to concur in saying, ‘Don't begin too soon with specialties, but lay the foundation of a good, sound, and not a mere showy clap-trap education.’ When so much was doing in the way of education, and more was likely to be done for the wage class, it was doubly important that the employers of labour and holders of wealth should keep themselves as a class decidedly ahead in knowledge, as well as capital, of the classes they employed. God forbid that in this country there should be any impassable gulf to prevent members of the humbler class rising by merit. The highest distinctions were open to all, and they had many examples of men born in humble life having won the most honorable positions. Perseverance and ability would continue to secure great rewards, and in this age it was incumbent on the great middle class to put forth increased efforts to maintain their position. They must not stand still or be slow in education while the humbler classes advanced. And the education of girls was not less urgently required than that of boys. He sincerely hoped that very soon a movement would be on foot for giving girls of the middle class a more sound and useful, though, perhaps, a less showy education than they got at the present schools.”

2. CRAMMING AND HONOURS AT COLLEGE.

Amid all the talk about education, there is a danger of losing sight of what education really is. A good many of those most thoroughly “crammed,” both at school and College, and who have carried off “honours,” cannot be spoken of as educated after all. They have “got up” certain books and certain systems, and have never come to think for themselves, or ever to be so much in sympathy with a good deal which they have learned, as to understand and feel by what processes of thought certain conclusions were reached, and certain courses pursued. What this one said and wrote, they can describe with tolerable fulness, and a little more, though they persuade themselves their education is finished. If that should often hold good in the highest, it is not to be wondered at if the same process and like results should be found prevalent in the lower institutions of education. John Ruskin says, and there is at any rate sufficient truth in the statement to make it worth thinking about. “An educated man ought to know three things:—First—Where he is; that is to say, what sort of a world he has got into, how large it is, what kind of creatures live in it, and how? What it is made of, and what may be made of it. Secondly—Where he is going; that is to say, what chances or reports there are of any other world besides this, and what seems to be the nature of that world! Thirdly—What he had best do, under these circumstances; that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society, and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his mind so subdued in the learning of them that he is ready to do what he knows enough, is an educated man; and the man who knows them not s uneducated, though he could talk all the tongues of Babel.”

3. THOMAS CARLYLE TO YOUNG MEN.

Thos. Carlyle, in declining an invitation of the students of the

Edinburgh University to deliver a valedictory address before them, closes his letter to his young friends as follows:—"Bid them, in my name, if they still love me, fight the good fight, and quit themselves like men in the warfare to which they are as if conscripts and consecrated, and which lies ahead. Tell them to consult the eternal oracles (not yet audible, nor ever to become so, when worthily inquired of), and to disregard nearly altogether, in comparison, noises, menacings, and deliriums. May they love wisdom, as wisdom, if she is to yield her treasures, must be loved piously, valiantly, humbly, beyond life itself, or the prizes of life, with all one's heart, and all one's soul—in that case (I will say again), and not in any other case, it shall be well with them. Adieu, my young friends, a long adieu."

4. BRIGHT ON MILTON'S DEFINITION OF ELOQUENCE.

The Right Hon. John Bright, in his speech accepting the freedom of the City of Edinburgh, to which he was welcomed as "an orator and statesman," replied:—

"More than thirty years ago, when I was very young indeed, in my beginning to think about public affairs, in reading the prose writings of John Milton I found a passage which fixed itself in my mind, and which time has never been able to remove. Milton says: 'Yet true eloquence I find to be none but the serious and hearty love of truth.' And I have endeavoured, so far as I have had the opportunity of speaking in public, to abide by that opinion. So far as I am able to examine myself, during the thirty years that I have been permitted to speak at meetings of my countrymen, I am not conscious that I have ever used an argument which I did not believe to be sound, or have stated anything as a fact which I did not believe to be true."

5. A WELCOME PROPOSAL TO BOYS.

The following extract from the *Pall Mall Budget* will have much interest for the friends of education generally, and especially for teachers, trustees of schools and others in authority:—"A new and not unimportant reform is about to be introduced in German schools, viz.:—The abolition of all afternoon classes. It was principally during the past summer months that the experiment was almost forced upon the authorities. The results are on all sides reported to have been more than brilliant. The forenoon classes are, we believe, somewhat, but not much, longer than formerly, but it is said that the pupils show an eagerness and a vigour in those short morning hours which has never been known before, and their progress is quite in keeping with their keen and energetic assiduity. The most curious point about the matter seems to be the fully authenticated fact, that schools have hitherto only been closed experimentally, earlier or later, according to the wishes of the respective head-masters, the progress shown by the various schools stands in an inverse ratio to the duration of the classes, or, in other words, the less hours beyond the four or five in the morning in school, the more did the boys get on with their work. May it not be worth while to try the experiment in our schools? We do not think that we need be ashamed to take a lesson from Germany, at this time of day, in educational matters."

6. HON. J. YOUNG ON VALUE OF PUBLIC LIBRARIES.

The following reminiscences of the early life of the Hon. John Young, Montreal, most forcibly illustrate the great value of the free Public Libraries established by the Education Department throughout Ontario. At the meeting lately held in the hall of the Mercantile Library Association in Montreal, on the occasion of the presentation of a bust to the Hon. John Young. That gentleman, after tracing the history of the Association from its origin to its present prosperity, gave a brief sketch of his own history to illustrate the value of such Associations to young men, in the following extract: "I was one of a family of seventeen children. I was obliged to leave school at the early age of thirteen to provide for myself and help the others. My first employment was that of a schoolmaster. From thirteen to fifteen I kept school in the Parish of Coynton, near Ayr, in Scotland, and at one time had over thirty-five scholars. My dear old master and venerable friend, John Torrance, Esq., at this time visited his native place, and called on my parents, and I was delighted by his engaging me to come to Montreal. I arrived here in 1826, having just completed my fifteenth birthday. Books at that time were to me an imperative necessity. I could not buy them, and the Montreal Library, in little St. James Street, was the only one then in Montreal (which was afterwards purchased by this Association). After paying for board and lodging, my income the first year was only forty dollars,

and I gave a fifth part of this to be a subscriber to the Montreal Library. Burns says,

"What's a' the learning o' your schools,
Your Latin names for horns and stools."

So far as my experience has gone, Burns was wrong, for I think that it is a privilege for a man to have had the opportunity of attaining a good education. But it is a great privilege also for a young man, whose early education has been deficient, to have such an Association as this, where he can by classes throughout our long winter evenings educate himself."

V. Biographical Sketches.

1. THE REV. HENRY COOKE, D. D., LL. D.

Who died the other day in Belfast, was eighty-one years of age, and served in the ministry of the Presbyterian body in Ireland for sixty years. He was educated in Glasgow. His first remarkable public successes were in connexion with the Arian controversy in the Irish Presbyterian Church, Mr. Cooke being the principal Trinitarian champion. In 1829 that struggle closed with the expulsion from the General Assembly of the Arian Ministers. In the same year Mr. Cooke received the degree of Doctor of Divinity from Jefferson College, United States, and was promoted to the principal church of the denomination in Belfast. The University of Dublin afterwards conferred upon him the degree of Doctor of Laws. He subsequently took an active part against Voluntaryism, opposed O'Connell's repeal movement, and supported the Episcopal Church and Conservative politics. In 1845 he was appointed distributor of the *Regium Donum*, an office under the Government, with a liberal salary. In 1847 he became Professor of Sacred Rhetoric in the Presbyterian College, Belfast. He was three times Moderator of the General Assembly, and had a great reputation as a preacher of charity sermons. Although the Conservatism of Dr. Cooke was increasingly unpalatable to the younger ministers of the Presbyterian Church, his personal influence never waned.

2. CAPTAIN FREER.

The Quebec papers announce the decease, on Thursday evening, of Capt. Freer, at the advanced age of 85 years and 7 months. The deceased was born in London, England, and at the age of 16 years accompanied the Duke of Kent to Halifax, when H. R. H. was appointed Commander-in-Chief of the forces in B. N. A. In the year 1809, after the arrival in America of Sir George Prevost, Mr. Freer was appointed one of his Aides-de-Camp and Military Secretary, which appointments he held until Sir George's death, in 1816. Mr. Freer obtained his Lieutenantcy in the Canadian Fencibles in Oct. 1812, and the following October a Captaincy in the New Brunswick Fencibles. Capt. Freer was present in several actions during the war with the United States; at Fort George, Niagara, Chateauguay, and at Plattsburg. Capt. Freer, after the death of Sir George Prevost, served on the staff of Lieut.-Gen. Sir Gordon Drummond. In 1818, having retired from military life, he was appealed to by the Directors of the Quebec Bank to accept the duties of cashier on the opening of that institution, which appointment he held for thirty-three years, retiring therefrom on a pension. Capt. Freer resided in Quebec for many years, where he was Colonel of Militia, Justice of the Peace, etc., and removed to Montreal in 1843.

VI. Miscellaneous Friday Readings.

For the Journal of Education.

1. THE LEAVES AND MAN.

As the leaves of the forest, so faces of men,
Having much of a sameness, are never the same;
And their surfaces injured midst tempest and strife,
Betoken the changes in man's chequer'd life.

How aptly they symbol the buddings of youth,
In form and beauty, in goodness and truth;
The rush towards manhood—its term, decay;
Bespeaking all passing, aye, passing away.

The leaves of the forest, how fitly they seem
To mark the strange wand'rings in life's varied dream;
Some seek in the distance a home and a grave,
While others rush in to the shelter they leave.

Yet, as in the distance or at home tho' they be,
They fatten the soil, or they nourish the tree;
So man's early training diffuses abroad
The blessings of Earth and the mercies of God.

The leaves of the forest—tho' many 'tis true
Are prone to the earth, yet still there's a few
Like Faith, evergreen, abiding on high
To beckon the weary to rest in the sky.

The leaves of the forest—fit emblem of life,
Oft leave the young buds to continue the strife;
So race follows race; yet protection is given
To bud and to infant by favor of Heaven.

Long, long has the struggle been, countless the slain;
All nature unites, but effort is vain;
The sword and the cherubims guard every way,
Nor the tears of a world can move them away.

But Hope spread her wings o'er this valley of tears,
And Faith sees afar through the vista of years
The "Birthright" restor'd—for God in his grace
Spared not His own Son to atone for our race.

Behold him! the gentle, the good, and the great,
In form so lowly, yet God in estate:
Winds, seas, and diseases, as servants obey,
Even Death and the Grave acknowledge His sway.

He woos rebel man, Sin and Satan succumb—
Souls shouting for joy to that Saviour come.
His kingdom establish'd, his mission reveal'd,
He bows to his Father, and Scripture's fulfill'd.

Midst the silence of Heaven, Earth palling in dread,
On the Cross, as the Altar, the victim is laid;
While God hides his face as the bosom is bared,
The innocent suffers, and the guilty is spared.

Earth pregnant, deliver'd, Christ burst from her womb;
Twice born—great symbol what man must become.
The guilty, believing in Jesus, our Lord,
Have "Life Everlasting," their Birthright restor'd.

Death, stingless and willing, now usher to life;
And the Grave's but "Memento" where ended the strife;
Above are the Kingdom, the Crown, the Reward,
And "Blessed the dead who die in the Lord."

SUNNIDALE, December, 1868.

ALEXANDER HISLOP.

2. REV. W. M. PUNSHON ON NIAGARA.

Mr. Punshon, in a letter to the *Methodist Recorder*, thus speaks of this grand phenomenon of nature:—"On my way from Buffalo to Toronto I caught the first sight of that wondrous vision which it is worth a pilgrimage from England to see. I have since had an opportunity of making it a study, and my conviction is, that if there is anything in the world which defies at once description and analysis, and which excites in the beholder by turns ideas of grandeur, beauty, terror, power, sublimity, it is expressed in that one word 'Niagara.' I have seen it in most of its summer aspects. I have gazed upon the marvellous panorama from the Rapids above, to the 'whirlpool,' three miles below. I have looked up to it from the river, and down upon it from the Terrapin Tower. I have bathed in its light, and been drenched with its spray. I have dreamed over it through the hot afternoon, and have heard it thunder in the watches of the night. On all the headlands, and on all the islands I have stood entranced and wondering while the mist has shrouded it, and while the sun has broken it into rain-bows. I have seen it fleecy as the snow-flake; deepening into the brightest emerald; dark and leaden as the angriest November sky—but in all its modes there is instruction, solemnity, delight. Stable in its perpetual instability; changeless in its everlasting change; a thing to be 'pondered in the heart,' like the Revelation by the meek Virgin of old; with no pride in the brilliant hues which are woven in its eternal loom; with no haste in the majestic roll of its waters; with no weariness in its endless psalm; it remains through the eventful years an embodiment of unconscious power, a lively inspiration of thought, and poetry, and worship—a magnificent apocalypse of God. One wonderful thing about Niagara is, that it survives all attempts to make it common. Like all show places, it has its Arab hordes—Bedouins of the road, of the caravansary, of the river. All along the line, from the burning spring to the negro touters, who press upon you that 'there is no charge for the charming view,' and down to the spot where, with sublime contempt of nature and indifference to truth, a notice-board announces that 'The whirlpool is closed on Sundays,' Niagara is a grand institution for making people pay. Of course, also, it is the excursion terminus for all the country round, and during the season attracts crowds that would make Wordsworth as angry as when he denounced the railway which was to profane his own sylph-haunted Rydal—but these cannot vulgarize it—rather it ennoble them, kindling in the most insensate breast an awe and

a rapture of which they had hardly thought themselves capable before. I have yet to see it by moonlight, and in winter. Under the combined influence of these two conditions it must be grand indeed. I cannot even confess to the disappointment which so many affirm to be the first feeling of the mind on the sight of it. I was deeply impressed with it at the first, and all after experience has but deepened my delight and wonder."

3. INFLUENCE OF LITTLE CHILDREN.

The Rev. Thomas Binney, says of little children. "I am fond of children. I think them the poetry of the world, the fresh flowers of our hearts and homes; little conjurers, with their 'natural magic,' evoking by their spells what delights and enriches all ranks, and equalizes the different classes of society. Often as they bring with them anxieties and cares, and live to occasion sorrow and grief, we should get along very badly without them. Only think if there never were anything anywhere but grown-up men and women, how we should long for the sight of a little child! Every infant comes into the world like a delighted prophet, the harbinger and herald of good tidings, whose office it is 'to turn the hearts of the fathers to the children,' and to draw 'the disobedient to the wisdom of the just.' A child softens and purifies the heart, warming and melting it by its gentle presence; enriches the soul by new feelings, awakens in it what is favourable to virtue. It is a beam of light, a fountain of love, a teacher whose lessons few can resist. Infants recall us from much that endangers and encourages selfishness, that freezes the affections, roughens the manners, indurates the heart; they brighten the home, deepen love, invigorate exertion, infuse courage, and vivify and sustain the charities of life. It would be a miserable world, I do think, if it was not embellished by little children.—*English Sunday School Teacher.*

4. ORIGIN OF COMMON QUOTATIONS.

Among the quotations in constant use, "dark as pitch," "Every tub must stand on its own bottom," are found in Bunyan. "By hook or crook," "Through thick and thin," are used by Spencer in the "Fairy Queen." "Smell a rat," is employed by Ben Jonson, and by Butler in "Hudibras." "Wrong sow by the ear," (now rendered, "the wrong pig by the ear,") is used by Ben Jonson. "Turn over a new leaf," occurs in Middleton's play of "Anything for a Quiet Life." "The moon is made of green cheese" is found in Rabelais. "To die in the last ditch," which is popularly supposed to have originated in the south during the late rebellion, is traced to William of Orange, who once said: "There is one certain means by which I can be sure never to see my country's ruin—I will die in the last ditch."

5. THE HORSE HAIR SNAKE.

Prof. Agassiz gives a curious account of the "Gordius" or "horse hair snake" as it is more often called. He says: "Soon after being hatched in the water, and while mere little transparent bodies, they creep into the legs of grasshoppers, and burrow their way into the abdominal cavity, where they undergo further development as worms, sometimes growing to be two or three inches in length before they are freed. When they have grown so long that the grasshopper becomes distended by the size of its strange inhabitant, it bursts, the worm is released, and it returns to its aquatic life. A gentleman living in Yonkers says that his little girl recently pulled a gordius six inches long from the body of a cricket. They seemed to be protruding like horns. The cricket hopped away apparently as well as ever."

6. EVILS OF WORKING HORSES ON SUNDAY.

At the meeting of the British Association in Dublin, in August, 1867, Mr. Charles Bianconi, of Cashel, read a paper relative to his extensive car establishment, after which a gentleman stated that at Pickford's, the great English carriers, they could not work a horse economically more than ten miles a day, and wished to hear M. Bianconi's opinion on the subject. Mr. Bianconi stated he found, by experience, he could better work a horse eight miles a day for six days in the week, than six miles a day for seven days in the week. By not working on a Sunday he effected a saving of twelve per cent. This statement elicited loud applause.

Mr. Bianconi's opinion on this point is of the highest authority; for although the extension of railways in the land has thrown thirty-seven of his vehicles out of employ; which daily ran 2,244 miles, still he has over nine hundred horses, working sixty-seven conveyances, which daily travel 4,244 miles; it is also founded on the result of forty-three years' experience.

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

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

OBSERVERS: -Barrie-H. B. Spotton, Esq., M.A.; Belleville-A. Burdon, Esq.; Cornwall-W. Taylor Briggs, Esq., B.A.; Goderich-James Preston, Esq.; Hamilton-A. Macallum, Esq., M.A.; Pembroke-J. W. Connor, Esq., B.A.; Peterborough-Ivaac O'Barne, Esq.; Simcoe-Rev. J. G. Mulholland, M.A.; Stratford-C. J. Macgregor, Esq., M.A.; Windsor-J. Johnston, Esq., B.A.

Table with columns: STATION, BAROMETER AT TEMPERATURE OF 32° FAHRENHEIT, TEMPERATURE OF THE AIR, and TENSION OF VAPOUR. Rows include Barrie, Belleville, Cornwall, Goderich, Hamilton, Pembroke, Peterborough, Simcoe, Stratford, and Windsor.

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

Table with columns: STATION, HUMIDITY OF AIR, WINDS, NUMBER OF OBSERVATIONS, ESTIMATED VELOCITY OF WIND, AMOUNT OF CLOUDINESS, RAIN, SNOW, and AURORAS. Rows include Barrie, Belleville, Cornwall, Goderich, Hamilton, Pembroke, Peterborough, Simcoe, Stratford, and Windsor.

* Cornwall, no report, in consequence of change of observer. a Where the clouds have contrary motions, the higher current is entered here. b Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane.

REMARKS.

Barrie.- On 3rd, lunar halo of no great brilliancy. 5th, fog. 7th, meteoric display. Severe rain storm from 4.30 p.m. on 17th to 8 a.m. on 18th, with some sleet. Considerable fall of snow from 10 p.m. 29th till 6 a.m. 30th. Fog 25th. Rain, 4th, 8th, 9th, 10th, 17th, 18th, 25th, 26th, 28th, 29th. Snow, 19th, 20th, 21st, 29th, 30th. GODERICH.- On 8th, light fog in morning. Hail 1st and 11th. On 10th, at 7 a.m., the atmosphere was fully saturated with vapor. On 11th, 14th, 19th, 20th, 21st, Rain, 1st, 2nd, 4th, 5th, 10th, 24th, 26th, 28th. Great rain storm 8th, 9th and 10th. 13th, great meteoric display. On 12th, 13th, 23rd, appear.

ance of Indian summer. Ground covered with snow from 19th to 21st inclusive.

HAMILTON.—On 13th, brilliant meteoric shower at night; about 1600 made their appearance; their pathway was chiefly from NNE to SW; time from 11.30 p.m. on 13th to 5 a.m. on 14th; in colour they were most varied—yellow, orange, scarlet, purple, violet and blue; some presented the appearance of Roman candles, lighting up the earth like a succession of flashes of lightning, others were like rockets, leaving a faint line of smoke behind them. 21st, hail. 24th, a large circle appeared round the moon, the storm began the day following it. Wind storms on 5th, 9th, 11th, 16th, 26th. Fogs, 8th, 9th, 10th, 17th. Snow, 18th, 20th, 21st, 29th, 30th. Rain, 4th, 5th, 8th to 10th, 17th to 19th, 21st, 25th, 28th.

PEMBROKE.—On 11th, shooting star to ENE, and another to E at 10 p.m. The meteoric display was observed by another gentleman and described at the observer's request: about 11.30 on the 13th, the first of these bodies appeared, darting from NE and E southwards; the sky was cloudless and the heavens studded with stars; the meteors appeared like globes of fire, some reddish, others a bright yellow, and varying in size, about that of an orange; an interval of some minutes would often occur between the flights; near the line of the eastern horizon the movements of the meteors were very frequent; the large ones left a luminous train of light behind them of a silvery appearance, the smaller ones disappearing immediately; up to about 12.30 about 60 meteors were counted, the sky then became considerably clouded from the NW; most of the larger meteors made their appearance from a course more N and S than any other direction, and their course in the atmosphere was much lower than that of the smaller ones, some of them appearing much lower than the clouds. Wind storms occurred on 5th, 12th, 21st, 30th. Snow, 1st, 8th to 11th, 17th to 21st, 25th, 27th, 29th. Rain, 1st, 5th, 17th, 26th. The winter has come on early; no Indian summer. A considerable portion of Allumette lake was frozen during the last few days of the month. The steamer *Pontiac* made her last trip on 29th. On most of the days when snow fell the fall was not constant; the observer noticed a snow cloud on 11th, the limits of which were very clearly defined.

PETERBOROUGH.—On 13th, unusual display of meteors, commencing 10.37 p.m., sky cloudless and very clear; the direction of their course until about 2 was from NE southerly, and generally nearly horizontal, but some of the larger ones seemed to shoot upwards, and a few in long curves; some resembled balls of fire; some red and some pale yellow; many were like rockets of red and blue colors; all generally about the size of an orange. Interruptions of some minutes took place now and then at irregular intervals, and sometimes after one of these pauses the meteors would suddenly reappear in great numbers; many of them disappeared suddenly; some appeared to burst and flash; a good many of them left trains of light, and some of these trains remained fixed for a considerable time, becoming apparently extinguished gradually. The flights were peculiarly numerous at the E H. About 1 a.m. there were some very brilliant displays, the meteors about that time being apparently for a short time larger and more brilliant. About 2 the direction of the course was mostly towards SW. Towards morning the direction of the flights gradually and imperceptibly changed until their course became the opposite to what it was at the commencement, the direction being latterly from S northerly and north easterly; many very large and brilliant meteors appeared, and some seemed to descend from a vast height. This marvellous and ever memorable display of wonders gradually ceased as the dawn advanced and eclipsed all the minor luminaries. Many of the trains above mentioned had a peculiar phosphorescent hue and appearance. On 14th, watched for meteors—saw one small falling star at 10.17, but none afterwards; watched till 11.40. Snow on 20th, 21st, 29th, 30th. Rain, 1st, 4th, 5th, 7th, 8th, 9th, 10th, 17th, 18th, 25th, 26th, 28th, 29th, 30th.

SIMCOE.—Fine display of meteors between 2 and 3 a.m. 13th, but none of remarkable brilliancy; their paths were short and towards NW; on same day at 11.15 p.m., observer noted one of very great brilliancy, having a nucleus as large as Venus at her greatest elongation—its point of departure was the head of the Lynx, and its direction through Ursa Major, disappearing in many scintillations, near the star Alioth; it left a bright track, which was visible nearly two minutes. On 24th, lunar halo at 8 p.m., on 24th, 45° diameter. Snow, 11th, 18th, 19th, 20th, 21st, 29th, 30th. Rain, 4th, 5th, 7th to 10th, 17th, 18th, 25th, 28th, 29th, 30th. Month noted for cloudiness.

STRATFORD.—On 3rd, at 8 p.m., large lunar halo. 21st, mill pond frozen second time. 22nd, pond free from ice. 30th, pond frozen third time. Wind storms, 7th, 9th, 11th, 15th, 16th, 17th, 21st. Fogs, 4th, 10th, 24th, 25th. Snow, 1st, 5th, 7th, 11th, 18th, 28th, 29th. Rain, 4th, 5th, 7th, 8th, 9th, 10th, 17th, 25th, 26th.

WINDSOR.—On 3rd, large lunar halo. 6th, meteor from W to N, elevation 45°. On 10th, and for a few previous days, currant and other shrubs in leaf. 13th, meteor from E to N. 21st, large but faint lunar halo. 29th, at 10 p.m. (Sunday), barometer at 10 p.m. 28.964.

VIII. Educational Items.

—UNIVERSITY OF TRINITY COLLEGE.—At the recent convocation the following degrees were conferred by Chancellor, the Hon. J. H. Cameron. B.A. Ford, Ogden Pultney; Clarke, William Hoyes; Robarts, Josiah T.; Nichols, Wilnot Mortimer; Anderson, Allan; Walker, Thaddeus; Jones, Charles Jerome. M.A. Badgley, Rev. Charles Howard; Bethune, Rev. Frederick Alexander, B.A. *adeundem* and M. A.; Litchfield, George Arnold, Exeter College, Oxford. Prizes were then presented, with appropriate remarks to A. P. Pousette, B.A., Prince of Wales prize for first class in Mathematics, 1867; and Mathematical prize, third year. 1867. Hamilton memorial prizes—G. J. Taylor, B.A.; A. Shaw, B.A. Divinity prize—G. J. Taylor, B.A. O.

P. Forn, Prince of Wales prize and Chancellor's prize for first class in Classics and Mathematics; also, Classical and Mathematical prizes third year. G. A. Mackenzie, Classical and French prizes, second year, and English Essay prize. Mr. Mackenzie read his prize Essay on "the influence of Greece on Roman Literature and Art." The following gentlemen were admitted into the Divinity Class:—W. H. Clarke, B. A. · R. Greene; J. H. Nimmo, B.A., Queen's College, Kingston. The Chancellor then admitted the Matriculants.—Worrell, John Austin—First Foundation Scholar; Armour, Edward Douglass—Second Foundation Scholar; Poole, Edward—Bishop Strachan Scholar; Darling, Charles Dickson Scholar; Nimmo, John Henry; Abbett, John Bethune; Burke, Edmund Groves; Burnham, John W.; Deacon, Daniel; Dundas, Charles; Gourlay, Reginald; Hamilton, John; Massey, William; Morgan, Llewellyn George; Nevitt, Richard Barrington; Read, Thomas William; White, James Lyall. The CHANCELLOR said—Ladies and Gentlemen. It is a matter for the greatest satisfaction and gratification to us, and I am sure to you, that to day a greater number of matriculants have been admitted than on any former occasion in the history of the College, except once. Notwithstanding the many obstacles we have had to encounter, the fact I have mentioned shows that Trinity College is gradually prospering; and when we add that many of the matriculants now entered are from Trinity School; and that one who is leaving this institution to go as one of the masters at Port Hope, has this session had the honor of doing what no student has ever done before here—taking a double first—all these things indicate {a bright and prosperous future. I have said we have lately had to encounter obstacles and discouragements; and amongst these have been pecuniary difficulties. Parliament has seen fit to withhold from all denominations pecuniary grants; and, in these circumstances, it becomes us to act as others are doing. The Wesleyans and other denominations are buckling on their armour, and making strenuous efforts to enlarge their pecuniary resources; let the Church of England do the same. We, as a body, have not been so united as we might have been; but if we have the elements of union within ourselves, let these elements be now combined, for now is the time for united action. We hold that sectarian and religious training must go together; and when we see that we can produce such young men as you by the system, we cling all the more strongly to it. Government may think it is not its duty to assist in this work, yet we consider the work must be done; and holding that belief, it is the duty of every member of the Church of England to do his utmost in keeping it on. And if we will only be united and energetic, we will still further extend our operations; and in spite of the many accusations that have been flung at this institution, we will rise superior to them all, and go on prospering and to prosper. The proceedings were terminated by the benediction, which was pronounced by the Bishop, in Latin, in the usual form. "God Save the Queen" was then led off by one of the graduates, the chorus being cordially taken up by all assembled.

—UNIVERSITY OF QUEEN'S COLLEGE.—The Synod of the Presbyterian Church in connection with the Church of Scotland, was recently held at Kingston. An enthusiastic feeling in favour of the maintenance of the College was exhibited. Many indications of intended liberality were mentioned, including an offer from a member of another church, of £120 per annum secured in perpetuity. A letter was read by the Rev. Dr. Urquhart, giving the views of leading Ministers of the Canada Presbyterian Church, urging the maintenance of the College as a Presbyterian necessity, and promising aid. This letter evidently had in view the possible prominent future of Queen's College as a Presbyterian University of that community in the Dominion, holding as it does, a Royal Charter. Resolutions were passed, pledging the Synod to maintain the College in more than its present efficiency by an additional endowment of not less than \$100,000, of which, it was stated, \$20,000 would be forthcoming from Kingston; the leading members of other denominations here promising assistance. General and Local Committees for the whole Church were nominated and appointed. It may be safely stated that no more enthusiastic or harmonious meeting of the Church of Scot-

land Synod in Canada was ever held. The debating was unusually able. The Moderator closed the proceedings by a suitable and eloquent address, after which the Committee and Board of Trustees met and applied themselves to the details of the Scheme. The following are the resolutions:—"That this Synod having taken under its serious deliberation, the emergency which has arisen in the financial position of Queen's College, unanimously resolve, 1st. That it is of the greatest importance to the interests of the church and of superior education generally, that this institution be efficiently maintained. 2nd. That under these circumstances, it is the paramount duty of the Synod to appeal to the Church and the community to supply the funds needed for this object. 3rd. That the members of the Synod of the Board of Trustees and of the Corporation of the College, now present, pledge their utmost aid and influence to accomplish the endowment of the institution to the amount at least of \$100,000. 4th. That for the carrying out of these resolutions, a Committee composed of members taken from the Synod, the Board of Trustees and the Corporation be and are hereby appointed and not to them alone shall be entrusted the method for securing the end in view, but they are to confer with the Board of Trustees on the best mode for increasing the efficiency of the institution.—*Globe*.

—UNIVERSITY COLLEGE, TORONTO.—The class list of the Christmas examinations of the University College has just been published. Out of one hundred and eleven first-class honors awarded, the large number of forty-two have been carried off by ex-pupils of Upper Canada College, who gain head places in the fourth year in classics, English and German; in the third year in classics and chemistry; in the second year in classics, French, German, mathematics, logic, mineralogy and geology, and in metaphysics; in the first year in classics, English, French and chemistry. Of Toronto townsmen, in the second year, Messrs. Fletcher, Fotheringham and Wightman; and in the first year, Messrs. Fletcher and Reid have highly distinguished themselves. Messrs. Fletcher, Fotheringham and Wightman, and Mr. J. Fletcher received their previous training in Upper Canada College. Mr. Reid was, before entering the University, a pupil of Toronto Grammar School.—*Globe*.

—ALBERT UNIVERSITY.—The Rev. Joseph Wild, M.A., of Belleville, has undertaken to raise a fund for the permanent endowment of Albert (M.E.) College at Belleville. In a recent address at Hamilton, he stated that he had been sent out on the mission of collecting funds to pay off the debt of Albert College, Belleville, to which purpose the proceeds of the lecture were to be applied. Ten thousand dollars were required to clear the College of debt, and his hopes were good that within a few months to come, that amount would be raised. In Toronto, five hundred dollars had been contributed, and Hamilton, he trusted, would also do its share in the work.

—THE ONTARIO VETERINARY COLLEGE was recently re-opened, and the introductory lecture delivered by Professor Smith. He briefly traced the history of Veterinary medicine, and its intimate connection with agriculture, with the progress of which, and especially in its recent rapid advances, it has kept even pace. Some sort of medical treatment has been found necessary and coeval with the domestication of animals for the service of man. For, while in a state of nature, the unerring instinct of wild animals direct them in their choice of food and other conditions essential to health; but with domestication, disease is introduced. Hence, we find traces of a veterinary art amongst the most ancient nations. But it is in modern times only that correct principles have been established, and the practice has reached the dignity of a science. To the French must be given the credit of being the foremost as a nation to recognize the veterinary art as a profession, and also the first to establish a school of instruction for this branch of medicine. In 1761 a school was established in Lyons, under the patronage of the Government; and not long after a similar college was opened at Alfort, near Paris. This, which is still in a most flourishing condition, is perhaps, the oldest veterinary institution in Europe. The present Emperor allows one hundred thousand dollars a year for its support. The pro-

fession is better supported and upheld in France, than in any other part of Europe, and the magnificent grant of the Emperor is certainly worthy of all praise. The lecturer reverted to the recent abolition, as one of the results of a veterinary congress, of the horrible and most inhuman practice of vivisection, which, until lately, disgraced the French school. Mr. Smith briefly reviewed the history of the art in England and Scotland, and the origin and ultimate success of the London and Edinburgh Veterinary Colleges. Under the fostering care of these institutions, many noble professors of the art have become prominent, and during the present century, veterinary medicine has been materially advanced by the writings of Blaine, White, Youatt, Percivall and Gamgee. In Canada, the importance of the profession is becoming yearly more manifest with the increasing number and value of our live stock. In this country may be found some of the most valuable herds of cattle and flocks of sheep on the continent, and our horses, which are being largely exported into the States, are increasing in excellence and value. The Board of Agriculture have done much to promote the veterinary art in this Province, and have from the commencement sustained the Ontario Veterinary College. In conclusion, Mr. Smith briefly addressed those students who now, for the first time, entered on their studies, and showed how important it was for them to apply diligently, and to cultivate habits of close and accurate observations. With industry and a fair amount of energy, their success in every settled part of the country was certain. The lecturer was listened to with much attention, and warmly applauded. The numbers now included in the school are more than during any previous term, the students of all classes amounting already to nearly thirty. The term will extend over about ten weeks, with three lectures daily. Besides Mr Smith's instructions, Professor Buckland and Dr. Thorburn deliver lectures regularly at the Agricultural Hall, and the students have the opportunity of attending those of Dr. Bovell, at the Toronto school of Medicine. It is gratifying to find an institution of such importance to the country in so flourishing a condition.

—ENGLISH EDUCATIONAL ITEMS.—Lord Stanley has been elected Lord Rector of Glasgow University, by the casting vote of the Duke of Montrose, Chancellor of the University.—Mr. Froude, the historian and editor of *Fraser's Magazine*, has been elected Rector of St. Andrew's University, by a majority of 14 votes over Mr. Disraeli.—ACCORDING TO THE CAMBRIDGE "INDEPENDENT," Grammar and Spelling are henceforth to be added to the requirements for a degree in that ancient University.—Out of 861 boys at Eton school, 761 are obliged to learn French. A year or two ago, out of 800 boys only 70 were studying any modern language. The revolution is due to a parliamentary inquiry.—A society to supply the blind with cheap literature has been established at Worcester, England. The Bishop of Worcester is the President. It is proposed to print books in Roman type.—Mr. Anthony Trollope lately opened a school exhibition in England, with an address wherein he declared that education in England was not so general as in Prussia, "and certainly, as regards popular education, it is not so high or so advanced here as it is in America."—There are 29 Universities in Germany, with 29,542 students, and the number of professors engaged in lecturing, amounted in the last term to 2,194. There is a movement on foot for raising funds for the benefit of the poorer scholars so as to enable them to give their minds exclusively to their studies.—As a proof of the growing spirit of tolerance in Austria, the *Medical Times* says, that for the first time in the history of the University of Vienna, a Protestant has been chosen Dean of the Medical Faculty.—The former professors of the Madrid University, dismissed by Gonzales Bravo and Narvaez, have resumed possession of their Chairs.—The Council of State of the Swiss Cantons has published an edict forbidding any youth under 18 years of age to smoke, under a heavy penalty.

—AMERICAN EDUCATIONAL ITEMS.—Hon. Alexander H. Stephens announces his readiness to accept the Professorship of Belles Lettres in

the Georgia University.—The schools and colleges of the South have been more numerous attended this season than ever before.—A wealthy citizen of Terre Haute, Indiana, offers to give \$110,000 to endow a ladies' seminary in that place.—The Mormons have invented a new alphabet, in which 100,000 new school books have been printed for the instruction of the people of Utah.

—ONTARIO EDUCATIONAL ITEMS.—At a meeting of the Guelph Board of School Trustees on the 15th inst., Dr. McGuire brought up the subject of lighting the fires and sweeping the school rooms. He spoke forcibly and with good reason against teachers being expected to perform those menial services, or paying for the same out of their salaries. It was then decided that \$15 a year be added to the teachers' salaries for each room swept and lighted with fires.—At a meeting of the Galt School Trustees on the 14th inst., a general conversation took place about the mode of examination for prizes. It was the general wish that the teachers make the awards in accordance with the result of the marks kept by each teacher, and the examinations which will take place in the school.—The new Hellmuth Ladies' College in London, has been roofed in and enclosed for the winter. The foundation stone was only laid in September, and few then supposed that such an immense structure would be raised and roofed in before the snow had hardly settled upon the ground.—The Congregational ministers at Ottawa are about purchasing ground to build a seminary.—The village of Poole, North Riding of Perth, has erected a \$1,100 school house.—The town of Perth has procured from the Education Department, Toronto, a fine free public library with upwards of 500 volumes.—The inhabitants of Whitby have presented Mr. George H. Dartnell, Chairman of the Board of Trustees of that town, with a massive silver ice pitcher, salver and goblets, for his many years' services in the cause of education.—The students of the Rockwood Academy waited upon the teachers and presented them with a handsome Malacia and silver mounted cane each, suitably engraved—cost \$14 50—together with an address, to which the teachers made a suitable reply. The Rev. J. Kilgour, L.S.S., likewise addressed the audience, which was composed of the students and a goodly number of the good people of Rockwood, ladies and gentlemen.

—COMMON SCHOOL LANDS, ONTARIO.—From the Report of the Commissioner of Crown Lands, we learn that in the half year ending 30th June, 1867, the sales of the lands set apart for creating a Common School Fund, under the authority of the Act 12th, Vic. cap. 200, amounted to 2,210 acres, and to 1,461 acres in the latter half of the year, chiefly lots which had formerly been sold, but resumed for the non-performance of the conditions of sale. The purchase money of the 2,210 acres is \$4,849.50; of the 1,461 acres, \$3,491. \$92,125.14 were collected during the first half of the year, and \$26,672.34 during the last half. There were no disbursements in the former, and \$60 in the latter period. The total amount realized from these lands, up to the 30th of June, was \$1,415,948.54, and to the 31st of December, \$1,442,620.88.

—GRAMMAR SCHOOL LANDS, ONTARIO.—From the same Report we learn that of the balance (45,993 acres), on hand at the commencement of the year, 1,615 acres were sold during the first six months, and only 600 acres during the latter half of the year. The purchase money of the first quantity is \$2,219; of the second, \$1,581.90. The receipts for the first six months were \$7,389.84, and for the remainder of the year, \$6,704.02.

—GRAMMAR SCHOOLS.—At a recent meeting of the executive committee of the Grammar School Masters' Association held in this city, the provisions of the proposed Grammar School Bill were passed in review, and the following resolutions passed. 1st. That it would be unadvisable to withdraw the nomination of Trustees from the town and county municipalities. 2nd. That, inasmuch as the Grammar Schools occupy a place intermediate between the Common Schools and the Provincial University, it would be unadvisable to make organic changes in the curriculum of the Grammar Schools without making corresponding changes in the entrance examination to the University. 3rd. That it would be advisable that the examination for entrance to the Grammar Schools be conducted by a Committee consisting of the Chairman and

Trustees, the County Superintendent, and the Head Master of the Grammar School. 4th. That the principle should be maintained of exacting from the several County Councils, a contribution towards the support of the Grammar Schools, at least equal to one half of the Government grant. 5th. That in view of the very important changes contemplated by the proposed Grammar School Bill, it would be highly advisable to postpone Legislative action until these changes have been thoroughly discussed. That the annual meeting of the Grammar School Association be held in the Mechanics' Institute, Toronto, on the first Wednesday in August. After the transaction of some formal business, the meeting adjourned.

—ONTARIO TEACHERS' ASSOCIATION.—The Director's of this body met in Toronto, at the latter end of the year. The items considered were printing report, finance, act of incorporation, annual meeting, projected excursion to the Falls, and the Grammar and Common School Bills. The topics for discussion at the next meeting of the Association were agreed to as follows:—Mr. MILLER proposes as one of the topics, "What shall be the studies taught in our Common Schools." He referred to the agitation in some places that the study of political economy was a legitimate one, and without expressing any opinion in the premises, he thought the ventilation which would ensue upon a discussion by the association of the topic proposed was most desirable. The topic was placed on the catalogue. Mr. WATSON, in the absence of Mr. Seath, B.A., proposed the following, "On English idiomatical expressions, and the best method of analysis," which was adopted. Mr. Sneath's name is connected with the introduction of the discussion when it comes up. Mr. ORMISTON, B.A., suggested the following, "What means can be adopted to induce pupils to continue a proper course of reading and studies, after quitting school for the business of life," This was also adopted. Mr. MILLER proposed that "The best method of teaching history" be a subject for discussion. He thought that a discussion on this topic would perhaps remedy a defect under which he himself had laboured to an extent, viz:—the want of a text book for the purpose of teaching history. Mr. MILLER suggested the topic "How may we make the association which we represent more effective and progressive." He said that although we had immunities and privileges which did not pertain to our Lower Canada analogons association, yet they were far ahead of us in many things. They ranked among their members names very celebrated in literature, and their reports were calculated to command more attention from outsiders. Mr. McALLISTER proposed the following "On geographical text-books," remarking that one of the resolutions communicated to the Board by the Thames Association (as mentioned above) might come up incidentally in the discussion.

IX. Departmental Notices.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the Masters of the Normal School, and under the authority of the following section of the Consolidated Common School Act for Ontario, has granted to the undermentioned students of the Normal School, Provincial Certificates of Qualifications as Common School Teachers in any part of this Province.

"107. The Chief Superintendent of Education, on the recommendation of the Teachers of the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of [Ontario] until revoked; but no such Certificate shall be given to any person who has not been a student in the Normal School."

The Certificates are divided into Classes, in harmony with the general programme, according to which all teachers in this Province are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the Certificate.

Each Certificate is numbered and recorded in the Register of the Department, in the following order :

FORTIETH SESSION.—DATED 22nd DECEMBER, 1868.

MALES.

First Class—Grade A.

2616. Boulter, Joshua John.
2617. Scott, William.

First Class—Grade B.

2618. Jardine, William Wilson.
2619. Powell, Francis Cox.
2620. Thompson, John Nixon.

First Class—Grade C.

2621. Dennis, James Edwin.
2622. Dundon, John Stephen.
2623. Gill, Samuel Rea.
2624. Hendry, William John.
2625. Hughes, Samuel.
2626. McDowall, Joseph William.
2627. McKay, David Waters Burn.
2628. Munro, Donald.
2629. Suddaby, Jeremiah.
2630. Wilson, John.

Second Class—Grade A.

2631. Campbell, John Harkness.
2632. Clark, William Reid.
2633. Dixon, Samuel Eugene.
2634. Vercoe, James.

Second Class—Grade B.

2635. Annis, Andrew E.
2636. Boddy, James.
2637. Brownlee, Hugh James.
2638. Drimmie, Daniel.
2639. McLeod, John.
2640. McMillan, John.
2641. Palmer, Charles.
2642. Reily, Marlow Miles.
2643. Scallion, James William.

Second Class—Class C.

[Expire one year from date.]

2644. Crawford, Duncan.
2645. Hodge, jr., Robert.
2646. Kelly, John William.
2647. McKee, George.
2648. Wood, Frank.

FEMALES.

First Class—Grade A.

2649. Thompson, Charlotte Emily.

First Class—Grade B.

2650. Brown, Martha Eva.
2651. Calder, Annie.
2652. Good, Rebecca Ida.
2653. Harney, Ellen Nora.
2654. Lister, Jane.
2655. Mearns, Isabella.
2656. Robertson, Jane.
2657. Templeton, Sarah Jane.

First Class—Grade C.

2658. Bentley, Kate.
2659. Buckle, Frances Hannah.
2660. Fletcher, Margaret.
2661. Fraser, Maggie.
2662. Hunter, Mary.
2663. Moore, Charlotte Elizabeth.
2664. Mullin, Charlotte Ann.
2665. Preston, Sarah.
2666. Scarlett, Mary Elizabeth.
2667. Somerville, Peterina.
2668. Spread, Margaret.
2669. Walsh, Margaret Elizabeth.
2670. Watt, Elizabeth.

Second Class—Grade A.

2671. Burriss, Mary Jane.
2672. Gorman, Jane Anne.
2673. Kessack, Jessie.
2674. McBride, Charlotte Louisa.
2675. McCreight, Sarah.
2676. McDonald, Anne Jane.
2677. Nicholls, Mary Ann.
2678. Panton, Jessie R. H.
2679. Saxton, Josephine Jerusha.

Second Class—Grade B.

2680. Brownlee, Marion.
2681. Chadwick, Elizabeth Miriam.
2682. Clark, Jessie Agnes.
2683. Cockburn, Catherine.
2684. Coyne, Margaret J.
2685. Gray, Emma.
2686. Gunn, Mary.
2687. Hay, Janet Rennick.
2688. Joyce, Mary Greeves.
2689. Lundy, Susan Elizabeth.
2690. Mullin, Isabella.
2691. McCausland, Fannie.
2692. McKenzie, Isabella.
2693. McKenzie, Mary.
2694. O'Brien, Mary Josephine.
2695. O'Neill, Mary Ann.
2696. Riddell, Margaret.
2697. Robertson, Janet.
2698. Sefton, Anna Maria.
2699. Sinclair, Barbara.
2700. Spink, Jane Elizabeth.
2701. Telford, Marion.
2702. Turnbull, Elizabeth.
2703. Wallace, Jane.
2704. Walsh, Mary Ann.

Second Class—Grade C.

[Expire one year from date.]

2705. Adkins, Fannie Mary.
2706. Burk, Mary Emily.
2707. Guillet, Mary Ann.
2708. Holcroft, Margaretta Sarah.
2709. Moran, Alicia.
2710. Munshaw, Matilda Caroline.
2711. Rowland, Alice Jane.
2712. Weir, Sarah Emma.

EXPIRED CERTIFICATES.

The Certificates of the *Second Class, Grade C.*, granted subsequently to the nineteenth session, have been limited to one year from their respective dates. Lists of certificates which expired before December, 1868, have already appeared in the *Journal of Education*, and the following list comprises those which expired on the 22nd of that month.

MALES.

2493. East, Cornelius.
2494. *Obtained Second Class B.* [2569.]
2495. Jones, James Robert.
2496. McEwen, John.

FEMALES.

2542. Buller, Henrietta.
2543. Germain, Mary Eleanor.

Certified.

ALEXANDER MARLING,

Registrar.

EDUCATION OFFICE,
Toronto, January, 1869.

WILLIAM MELMER, TEACHER, WANTED.

Information is particularly wanted at the Education Office, Toronto, of William Melmer, who was a school teacher in the vicinity of Kingston about five years since.

TRUSTEES' SCHOOL MANUAL.

In reply to numerous applications for the Trustees' School Manual, we desire to intimate that as the edition of the Manual of 1864 is exhausted, no new edition will be issued until February or March. Parties desiring copies will please therefore defer sending for them until that time.

INTERCOMMUNICATIONS IN THE "JOURNAL."

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

TABLET READING LESSONS.

The new Tablet Reading Lessons, consisting of thirty-three large sheets, can be obtained at the Depository at 75 cts. per set; at \$1.00, free of postage; or \$4.50, mounted on cardboard.

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

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

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

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

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

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

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

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

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

SHORT ADVERTISEMENTS inserted in the *Journal of Education* for 20 cents per line, which may be remitted in *postage stamps* or otherwise.

TERMS: For a single copy of the *Journal of Education*, \$1 per annum. Back vols., neatly stitched, supplied on the same terms. All subscriptions to commence with the January Number, and payment in advance must in all cases accompany the order. Single numbers, 10 cents each.

All communications to be addressed to J. GEORGE HODGINS, LL.B. Education Office, Toronto.