

JOURNAL OF EDUCATION,

Upper  Canada.

Vol. VIII.

TORONTO: APRIL, 1855.

No. 4.

CONTENTS OF THIS NUMBER.

PAGE

I. Report of Public Schools in Boston	49
II. PAPERS ON PRACTICAL EDUCATION.—1. The Study of Botany. 2. Incentives to Evening Study. 3. System and Order. 4. The War; how to use it in Schools. 5. How to illustrate topography. 6. Professional Education, the Teacher, etc.	52
III. Education in New South Wales.....	53
IV. The Educational Institutions of Turkey.....	54
V. The Sanskrit Element in the English Language.....	55
VI. EDITORIAL.—1. Grammar School Regulations, Religious exercises. 2. Vacations and Holidays in Union Grammar and Common Schools. 3. Encouragement to teachers trained at the Normal School. 4. School-books from Canada to the United States	56
VII. Opening of the John St. Free School, Toronto.....	57
VIII. MISCELLANEOUS.—1. The Spirit of Spring (Poetry). 2. Sunrise in the Arctic regions. 3. Mother, what may I do? 4. Do it yourself, boys	59
IX. EDUCATIONAL INTELLIGENCE.—1. Canada Monthly Summary. 2. Free Schools, Ottawa. 3. St. E. Head at McGill College. 4. Education in L. C. 5. British and Foreign Monthly Summary. 6. New Education Bill for England. 7. for Scotland. 8. United States Monthly Summary. 9. Schools and Colleges in U. S. 10. Schools in Pennsylvania. 11. in Missouri. 12. Opening of Winthrop School, Boston.....	61
X. LITERARY AND SCIENTIFIC INTELLIGENCE.—1. Monthly Summary. 2. Critique on Byron. 3. Meteorological results, Toronto, for 1854. 4. Nineveh relics	63
XI. Library Notice and Advertisements.....	64

and arithmetical tables. Children enter at four, and are expected to be qualified at eight for admission into the grammar schools or next higher grade. Except for special reasons, satisfactory to the committee, no child is allowed to remain in a Primary school after he is eight years old; but for the exclusive benefit of those who, from defective early education, or inferiority of intellectual capacity, may have reached that age, without being fitted for the grammar school, there are several intermediate schools, or schools for special instruction, where children of ages varying from eight to twelve or fourteen are engaged in studying the same lessons as are taught in the Primary schools. Each school contains, on an average, fifty pupils, under the care of a female teacher.

Until the commencement of the present year, the primary schools were under the charge of a committee entirely distinct from the general school committee. It was composed of 126 members, each of whom had charge of one school, and was expected to give it his personal attention, and to report on its wants and management to the Primary school committee once every three months. This division of the school authorities into two distinct Boards was long deplored by those most interested in the educational welfare of the city; but, although a reform had been anxiously sought for some time past, no change was effected till the close of last year, when, by an ordinance of the city council, the primary school committee ceased to exist, and all the public schools were placed under the immediate control of the general school committee.

Next in rank above the Primary schools are the GRAMMAR SCHOOLS—20 in number, and averaging each about 500 pupils. Some of these are designed exclusively for boys, some for girls, and others for both boys and girls. Five are conducted under a peculiar organization. In each school-house there are two large rooms or halls of equal size, one above the other, in which accommodation is provided for 300 or 400 children. The upper room is uniformly occupied by a grammar school, and the lower by a writing school. Each department is placed under the control and instruction of a master and a distinct set of teachers, and is kept almost as an entirely independent school. The pupils in each section, being about equal in number, are divided into four large classes, and these are sub-divided into as many divisions as will, in the opinion of the master of each school, facilitate the progress of his scholars. By this "two-headed" system—so-called because the two masters hold equal rank, have equal authority, and receive equal salaries—the

REPORT ON THE PUBLIC SCHOOLS OF BOSTON.

(Addressed to the Board of School Trustees, Hamilton, U. C., by Mr. John H. Sangster, Head Master of the Central School.)

GENTLEMEN:

Having recently, at your request, visited Boston, for the purpose of making myself acquainted with the School system and organization of that city, I beg leave to Report:

That in the city of Boston there are, in all, 219 public schools, of various grades. These are the growth and development of the last 220 years—the latin school having been founded as early as 1635. All the public schools, however, established in Boston prior to the year 1819, required that every child should be able "to read the English language, by spelling the same," before he could be admitted; nor could any child under seven years of age, no matter how well he could read, gain admission into one of the city schools. Since that time, a system of PRIMARY SCHOOLS has been gradually organized, and now spreads all over the city, embracing within its ample folds 10,000 children, grouped together for instruction in 196 Primary schools. In these the course of instruction extends over four years, and is limited to reading, spelling, enunciation, pronunciation, drawing and printing on slates, oral arithmetic,