

stitutions. We were particularly pleased with the examination of the pupils by Mr. Robertson, upon a subject on which he had lectured in the course of the session—i. e. the best mode of teaching a school, the most efficient system of rewards and punishments, the true meaning of Education, &c., &c., on all which subjects Mr. Robertson appeared to have thoroughly impressed his pupils with very correct views, acquired in his experience as a teacher.

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AGRICULTURAL EDUCATION IN UPPER CANADA.

In the *Report on a System of Public Elementary Instruction for Upper Canada*, prepared in 1846, the subject of Agricultural Education is referred to in the following terms :

"Agriculture—the most important department of human industry—has not as yet been introduced in any form whatever as a branch of elementary Education in our Schools. The Legislature has given some pecuniary assistance, and Societies have been formed with a view to encourage experiments and promote improvements in Canadian Agriculture; but experiments without a knowledge of principles will be of little benefit; and improvements in the practice of agriculture must be very limited until the science of it is studied. * * * The agricultural pupil should be made acquainted with the different kinds of soils, and their characteristic qualities; the modes of qualifying and improving each; different kinds of manure and other improving substances; the effects of different soils on different crops; rotation of crops, and the best methods of producing and securing them; agricultural implements and the machines which have been invented to save labour; different kinds of stock, the various modes of feeding them, with the economical advantages of each; the method of keeping full and accurate accounts, so that he may be able to ascertain precisely not only his gross profits and losses, but the profit and loss in each detail of the system, and from each field of his farm. Of course, specimens, models, pictures, or drawings, should be used in teaching these elements of Agriculture."—pp. 141-142.

Practical effect has, as far as possible, been given to these views by the course of instruction pursued in the Normal School; and Mr. HIND has displayed much ability and zeal in communicating a large amount of scientific and practical information on Agriculture in a short space of time, and under many disadvantages, during each session of five months,—but which will hereafter be extended to nine months. In the grounds attached to the Government House (heretofore occupied by the Normal School) Mr. HIND commenced and pursued for two seasons a variety of interesting agricultural and botanical experiments, illustrative of his lectures; and the extent to which he has been accustomed each session to give instruction in the science of Agriculture, may be inferred from the printed questions of examination to candidates for the GOVERNOR-GENERAL'S Agricultural Prizes, inserted on the 58th page of this Journal.

We have pleasure in directing attention to the communication (first article in the present number) from Mr. HIND on the subject of Agricultural Education. The Hon. A. FERGUSSON has recently called public attention to the establishment of an agricultural professorship in the Provincial University; but we would respectfully submit, that although such a professorship might be endowed out of the funds of the University, whether it ought not to be established in connexion with the Normal School, rather than in connexion with the University? The undergraduates of a University are the last men in any country to give attention to the science of Agriculture, even if they had time, during their collegiate course. The attempt to establish an Agricultural lectureship in the Toronto University was entirely unsuccessful; the attempt to introduce agricultural science as a branch of instruction in the Normal School, under the circumstances, has been entirely successful. The classes in the Normal School are more than four times as large as those in the University, and consist of men who are connected with the agriculturists of the country by birth, association, past and future employment. Were a model farm connected with the Normal School in Toronto, (as is the case in Dublin,) the frequent visits of the students to such farm during their course of instruction, and the actual residence and labours of the more gifted of them upon the farm for a few months afterwards, would soon raise up an able agricultural lecturer for each county in Upper Canada, with one or more agricultural teachers in each township.

We hope the local newspaper press will aid in diffusing information as widely as possible, in their respective Counties, respecting the Teachers' Institutes mentioned in the following Circular:—

TEACHERS' INSTITUTES IN UPPER CANADA.

Circular from the Chief Superintendent of Schools to Teachers, Superintendents, and other Officers of Common Schools throughout Upper Canada.

The 65th section of the present School Act authorizes the holding of a TEACHERS' INSTITUTE in each County in Upper Canada, "under such regulations as may be prescribed by the Superintendent of Schools, by and with the sanction of the Governor-General in Council."

The requisite sanction has been obtained for this purpose. The Board of Education has proposed to the Masters of the Normal School to devote a part of the next few months to conducting such Institutes; and Messrs. ROBERTSON and HIND have very cordially acceded to the suggestion, and expressed their utmost readiness to visit all the Counties in Upper Canada, as far as practicable, in the prosecution of a work for which they are so admirably qualified.

It becomes then my official duty to specify some of the regulations which should govern the proceedings of these TEACHERS' INSTITUTES, before stating the times at which they will be held in the several Counties of Upper Canada.

A Teachers' Institute is a meeting of Teachers assembled two, four, or ten days, or two or four weeks, for the purpose of improvement in their profession. During each evening of such Institute, a public lecture is usually delivered on some subject connected with Common School Education. During each day the Teachers composing the Institute, are either formed into classes, for school exercises, under able instructors, or discuss the modes of teaching the various subjects of Common School instruction, and school organization and discipline.

What is contemplated during the approaching summer is intended as a preparation for or introduction to Teachers' Institutes, rather than holding such Institutes themselves. It is intended to limit each meeting (with one or two exceptions) to two days, including two evening lectures—the first on the eve of the first day of the Institute, the second on the evening of that day. In some cases, a third lecture may be delivered the evening following.

The evening lectures will commence at 8 o'clock. The exercises each day will commence in the morning at nine, and continue until noon; will be resumed in the afternoon at two, and close at five.

The subjects which will engage attention during these exercises will be chiefly, the METHODS AND PRINCIPLES OF TEACHING *Reading, Writing, Arithmetic, Orthography, Geography* (with Mapping), *Natural and General History, Grammar*, and, in some instances, perhaps, higher subjects; also School Government and Discipline. Some of these subjects may occupy much less time and attention than others, according to their relative importance, and as circumstances may suggest. Collateral subjects may on some occasions be introduced; but the proceedings of each Institute will be under the direction of the Masters of the Normal School.

During many years such Institutes have been held in various parts of Germany; and during the last four or five years, they have been held with great advantage and success in the New-York and New England States. They have been numerously attended by Teachers, School Officers, and other educationists, and have been productive of the happiest results in respect both to Teachers and large portions of the community where they have been held.

Shall we have proof in the experiments now to be made that such Institutes may be held in Upper Canada? Will Canadian Teachers show that they have as much energy and noble ambition to attend and participate in the proceedings of such Institutes as Teachers in other countries? If Teachers desire their position and profession to be advanced, they must exert themselves, and not depend on others, or sit down in complaining inactivity. No one circumstance would speak more in behalf of Canadian School Teachers than to see them as one man attending the Institutes about to be held; and the proceedings of such Institutes largely attended cannot fail to be individually useful to Teachers, and give a powerful impulse to the cause of public education.

And may we not hope for as much cordial co-operation on the part of local Superintendents of Schools, Ministers of religion generally, and other public men, as is shown by corresponding orders of men in neighbouring countries? Upon public and patriotic grounds, it is hoped that pains will be taken in all the congregations, and through the press, and in other convenient ways, to give the widest publicity to the evening lectures; and that School Teachers,