

## V. TEACHERS AND THEIR SALARIES.

11. Certificates of qualification being divided into three classes, and the local Superintendent being a member of the Board authorised to grant such certificates, no difficulty need be experienced in accurately filling up the several columns under this head.

12. The annual salaries of Teachers can be correctly estimated by comparing the amount paid or to be paid Teachers, with the number of months during which the School has been kept open in each Section, or from the direct report of the Trustees who employ them.

## VI. CHARACTER AND DESCRIPTIONS OF SCHOOLS.

13. The classification of the Schools rests with the local Superintendent, who will be guided in his judgment by the class of the certificate held by the Teacher, and by the results of his own observation at the Quarterly Examinations, Visitations, &c. The programme for the examination and classification of Teachers, adopted by the Council of Public Instruction, will form a proper standard in this case.

14. Separate or denominational Schools should be accurately reported, distinguishing the religious faith of either kind.

15. Free Schools should be correctly reported under their appropriate head on sheet C.

16. Union School Sections should be invariably reported in the Township in which the school-house is situated, and in no other.

17. Local Superintendents should report all School Sections which may have kept open a School either for six months or for a shorter period. The School Law and instructions will, however, be their guide in apportioning and paying the School Fund to such Sections the ensuing year.

## VII. KIND AND CONDITION OF SCHOOL HOUSES.

18. All the items under this head can be compiled from the Trustees' Reports, or probably, with more exactness from the memorandum taken by the local Superintendent at his quarterly visitation. Great inaccuracy has characterized these returns heretofore. It is important that the information here sought should be correctly reported, in order to ascertain the nature and extent of the defective character of our School accommodation. A knowledge of an evil is the first step towards its removal.

## VIII. OTHER INFORMATION.

19. The exact character of the other items of information sought for in the report is so apparent, that local Superintendents can experience no difficulty in reporting them accurately. "School Visits," "Apparatus," and "Miscellaneous," are the most important heads.

## A PHILADELPHIA POETESS CONFOUNDED WITH THE AUTHOR OF "PARADISE LOST."

We have pleasure in inserting the following communication, in justice to the fair author of "Milton's Prayer of Patience," and as a curious incident in the history of literature. We have not the Oxford Edition of Milton's Works referred to, and cannot, therefore, say whether the verses in question are contained in that edition or not.

To the Editor of the Journal of Education for Upper Canada.

DEAR SIR,—In the December number of the *Journal of Education* you have published a piece of poetry entitled "*Lines by Milton in his Old Age*," and stated that they were published "in the recent Oxford Edition of Milton's Works."

These beautiful lines have been attributed to MILTON by many American journals, and to my knowledge by one English Journal at least; and may have appeared in a recent Oxford edition of Milton's Works, although I cannot find on examining recent catalogues of English publications that such an edition of Milton's Works has been published.

My object in addressing this communication to you is to put you right as to the authorship of this piece, which was written by Miss Elizabeth Lloyd, a native and resident of this city. It appeared originally in the "*Friends' Review*" for 1st month (January) 1st, 1848, (which number I send you herewith); the title being "Milton's Prayer on Patience."

In a subsequent number of the Journal referred to, for 11th month (November) 11th, 1848, (which I also send you) a correspondent, who is a friend of mine, in a note to an article on Milton's blindness, states, that the piece has appeared in the "*London Friend*" of 10th month (October) 1848, the editor of which periodical stated that it was forwarded "by a correspondent, as taken from the Oxford Edition." The correspondent of the "*Friend Review*" then continues his remarks, stating that "there must be some misunderstanding with the London Editor, or his correspondent, as that beautiful poem was written by a gifted friend, E. L. Junr., of this city for '*Friends' Review*.'"

If you are in receipt of "*The National Era*" published at Washington, D. C., you will find in the number for December 25th, 1851, the following remarks by J. G. W. (the American poet, John G. Whittier.) "The remarkable lines published in the '*Era*' a few weeks ago, purporting to have been written by Milton, in his old age and blindness, and published as such in the carefully prepared

Oxford Edition of his works, were the production of an American writer, Elizabeth Lloyd, of Philadelphia, the knowledge of whose authorship has been hitherto almost entirely confined to the circle of her personal friends. The fact that the mistake of attributing them to Milton has been made by competent judges and admirers of the Bard of Paradise, is certainly no slight compliment to their real author."

Very respectfully, yours, &c.

B.

Philadelphia, January 19th, 1852.

## Educational Intelligence.

## CANADA.

## MONTHLY SUMMARY.

The question of Free Schools has continued to excite the greatest possible interest since the recent School Elections. In Toronto, Niagara, Brockville, Port Hope, Chatham, Chippewa, Perth, St. Thomas and other places the discussion has been most animated. In some of these places the benefits of free education, supported by a general rate upon property has been withheld; in other places the majority of the school electors, rich and poor, have nobly resolved unitedly to sustain, according to their means the greatest, the most humane and the most efficient system of police ever instituted by any people. Would that the spirit of the early pilgrims of New-England were more widely diffused among the early settlers of Canada, not only in their affectionate solicitude to contribute "a peck of corn" and their "rent of a ferry" but in the correct appreciation of the true standard of excellence to which each school should be elevated! We warn the friends of free schools that the most effective argument which the opponents to the cause will urge against them will be that, while the cost of education has been increased and diffused, the character of the school houses and the efficiency of the schools and teachers have not been improved or promoted in a corresponding degree—that the results of the free school system as compared with the old system have not equalled the expectations raised. .... The system of Free Schools is attracting some attention in Prince Edward's Island through the press, and Canada is referred to as an authority. .... The *Western Planet* of the 27th ult. contains a valuable lecture on Free Schools recently delivered by Dr. Cross, local Superintendent of Howard, &c. In meeting the objection that the free school system is but a theoretical one, he thus remarks:—"Tell me not that this is mere theory, unsupported by experience. You ask me for proof. Come with me and visit those schools supported by property taxation and see and bear witness for yourselves. Last year the rolls presented an average of from 15 to 20. Now the benches are crowded; no child in the section but is there; and there you will find even those of maturer years mixing with the young, and endeavouring to make up for early deficiencies; and thus, high and low, rich and poor, concentrate their energies and exertions in the maintenance of a common cause and in giving to their children the benefits of a good elementary education." .... In the *Planet* of the 20th ult., Dr. Cross' Annual Report to the Warden of the County is published. It is devoted to the following subjects:—1. School Sections. 2. School Houses. 3. Qualification and classification of Teachers. 4. Mode of supporting schools. 5. Books used. 6. Libraries. 7. The *Journal of Education*. The Report is a highly interesting document. .... The Board of Trustees of the town of London in their recent Annual Report state that "during the past year (1851) the free school system has been in operation, and with the best results. \* \* \* In order to see the full advantages of the free school system over that which it superseded let us compare the attendance during the past year with the former one and we shall find that while the expenditure was almost equal, the attendance was actually doubled!" .... A correspondent of the *Daily Colonist* states, that the freeholders and householders of school section No. 2, in the Township of York, decided at the annual school meeting, by a large majority, that the school of their section, should be free from any charge, or invidious distinction. He also notices, the erection of a very substantial and commodious new school house in this section, highly creditable to, and worthy the respectable and wealthy neighbourhood, of whose liberality and enlightenment it is a proud memento. .... A correspondent of the *Guelph Advertiser* from school section No. 1, Township of Erin, says the result of the adoption of the system in that section has been a great increase in the attendance, and that in spite of grumbling, at the annual meeting there were three to one in favour of its continuance. .... A correspondent of the *Huron Signal* in Stratford gives the result of a trial of a Free School system in that village during the past year. In 1850, the average attendance was 70, in 1851, 90½. The result was so satisfactory to the rate-payers that a resolution in favour of the continuance of the system was unanimously adopted at the annual meeting. It was also resolved to build a large brick school house to accommodate both the male and female scholars. .... The *Western Progress* states that