

8. A sum of £3,000 has allocated to each college, to provide it with libraries, specimens, apparatus for illustrating lectures, &c. Of this sum £1,500 has been expended in the purchase of books. We have endeavoured, as far as the limited sum permitted, to provide the library with those works most essentially necessary in the different branches of learning. Many departments, however, are still most inadequately provided.

9. The remaining sum has been distributed in the purchase of apparatus and instruments for illustrating the lectures of the professors, and specimens for the museum. It is enough to enumerate the different branches of science to which this sum has been applied to show how very inadequate it is to the end proposed. These branches are as follow:—Mechanics, optics, hydrostatics, acoustics, astronomical and optical instruments, electricity, magnetism and electro-magnetism, chemistry, heat and meteorology, natural history, mineralogy and geology, agriculture, anatomy and physiology, surgery, and pathology, materi medica, midwifery, civil engineering, &c.

10. The lectures of the professors of agriculture and botany—subjects, particularly the former, of such paramount importance—are rendered comparatively inefficient by the want of a model farm and a botanical garden, neither of which exists in the neighbourhood of the college. A very small annual sum would supply the college with a botanical garden sufficient for the purposes of the lecturer.

(Signed)

EDWARD BERWICK, President.

Queen's College, Galway, 25th July, 1850.

THE QUEEN'S UNIVERSITY IN IRELAND.—We are at liberty to state that the statutes which constitute "The Queen's University in Ireland," have received her Majesty's sanction, and are now in full force. His Excellency the Earl of Clarendon has been appointed the Chancellor, and a senate is constituted, consisting of seventeen eminent individuals of different denominations, who represent generally the various departments of literature and science, medicine and law. To the Chancellor and senate belong the power of prescribing the course for graduation, and of granting degree in arts, medicine, and law, to the students of the three Queen's Colleges of Belfast, Cork, and Galway. They appoint examiners of candidates for degrees, and confer such university scholarships as they may think it right to found. The letters patent declare that "graduates of our university shall be fully possessed of all such rights, privileges, and immunities as belong to persons holding similar degrees, granted them by other universities, and shall be entitled to whatever rank and precedence is derived from similar degrees granted by other universities."—*Evening Post*.

NEW COMMON SCHOOL LAW OF UPPER CANADA.

It would afford us much pleasure and satisfaction to give a monthly *résumé* of the opinions of the Canadian Press on the subject of popular education in Upper Canada—its extension, improvement and happy effects; but the majority of the articles which have come under our notice have unhappily been written in so atrabilious a spirit, so foreign to the expansive, ennobling, and philanthropic impulses which a well balanced and generous system of intellectual training imparts, that we have been often unwillingly forced to exclude them from companionship with the nobler sentiments of the patriotic and practical educationists of other lands, which oftentimes enrich our pages. Now and then, however, we meet with a calm and temperate article such as the following from the *Lunark Herald*:—

"It will be observed that our laws regulating Schools have been considerably altered and modified within the last year. The Common School Act, from the fact, that it affects so large a proportion of the community, stands first in importance. By this Act, some of the duties which formerly took up a large portion of the time of the District Councils, will now devolve on the Township Councils. These duties being divided among the several Township Municipalities, and performed at home, as it were, will not be very onerous, while the County Councils, being relieved from business of a purely local nature, and which can be better performed in the Townships, where all the circumstances and parties are known to the Councillors, will have more time to attend to the general business of the Counties. The Township Councils will now form and

alter the School Sections, and levy assessments for building and repairing School houses. These duties were formerly done by the District Councils. The County Councils have still many important duties to perform, with respect to the School laws. Indeed, on their hearty co-operation depends the successful workings of the whole system. These bodies have power to levy a sum of money, equal, at least, to the government apportionment; and, they also have the power to appoint one or more Superintendents of Schools for each County. In some cases it will, no doubt, be found convenient to appoint a Superintendent for a block of three or four Townships. An important feature, in the legislation on Schools, is the appropriation of £15,000, for the purpose of purchasing a site, and for the erection of the necessary buildings for a Normal School. Without a first-rate institution of this kind, we can never reasonably expect to have good common school teachers. But adopt a high standard of qualification for teachers, and give them the means of attaining that position, and then we may look forward to the time, not very far distant, when a good common school education will be easily obtained and duly appreciated; and, when teachers will take their proper position in society, exercising a powerful influence on the rising generation. It is, we believe, the intention of the Government, to procure, if possible, a sufficient quantity of land, in connexion with the Normal School, to enable the Professor of Agricultural Chemistry, who will be employed in the institution, to give practical lessons on that subject. This is as it should be. In a community like that of Canada, where seven-eighths of the people live by cultivating the soil, a scientific knowledge of the profession, if we desire to excel as agriculturists, is indispensable. The advantage, then, of this branch of knowledge, to the teachers, and to the people, generally, is sufficiently obvious, without any remarks from us. There are several other matters connected with schools, such as school architecture, and ventilation, school libraries, &c., which we shall revert to next week."

GRUDGING PAY TO TEACHERS.

Some parents go to a school to purchase a certain quantity of education, as they would to a shop to buy food or clothing, at the lowest possible price. They enquire the amount of the fee, and whatever that may be, a guinea or a half-crown, they object, and propose an abatement. Their arguments are amusing: "Schooling is very dear to what it was when we were young—Mr. So-and-So charges far less—teaching is but little trouble," &c. Others we have heard, claim a reduction because the pupil is very young, or very little, quite forgetting that there is at least as much trouble in teaching a very young child as one more advanced, and that a greater amount of professional skill is requisite in the former than in the latter case. Parents of another stamp may be found demanding a discount, because they have three or four to pay for; and they quietly hint that if the teacher will not give education to *four* for *three* fees, he shall have none. Would these parties admit such a practice in their own trades or professions? Would a banker lend *four* hundred pounds for the interest of *three*? Would a landlord let *four* houses for the rent of *three*? Again, a fourth class will advance many pleas to the same purpose:—such as, "The boy joined the class a week after the quarter day; now there are twelve weeks in a quarter, and the fee is six shillings; therefore six pence must be deducted!" These people would be astonished were they informed that the teacher, instead of granting a deduction would be justified in charging a *double* fee, as a trifling compensation for the extra trouble caused by his urging the tardy pupil on to overtake the class. They will also plead, "The boy was unwell for *three* days and a half!" In short, each economical father, or managing mother, believes that every shilling kept from the teacher is a shilling justifiably gained.

Besides these attempts at reduction, which every independent teacher should resist, there are others to which the benevolent must yield. A widow struggling to give her child a good education—a professional brother having a family to bring up on limited means—a merchant, suddenly unfortunate, whose children may have been with the teacher for years—all have claims upon his gratuitous services. Thus, if even those who are the most successful and hold the most lucrative situation, realize far less than the calculators suppose, how great must be the privation to men of every limited incomes, thus cruelly diminished.—*Selected*.