

nology, natural philosophy, mathematics, astronomy, and every other department of science and nature. The expense would not be great, and would save a hundred fold in cost of the criminal calendar alone.

These lectures should be especially adapted to the juvenile mind; and what is well adapted to the young, is also adapted to adults.

I would not, however, recommend every mountebank because he can be hired for twelve dollars per month; but splendid lecturers—well informed on all scientific matters, and perfectly familiar with that on which they lecture; and instead of those who lisp, or squint, or violate both grammar and rhetoric, or deform their matter by defective delivery, I would recommend splendid orators—good-looking, noble and commanding in appearance, dignified, impressive, fluent, felicitous in style, and altogether captivating; so as to draw out all classes, especially the young, in delighted throngs to hear them discourse learnedly and eloquently on nature and her laws, and incite in these youth an ardent desire still farther to prosecute these thrillingly interesting subjects. Think you our youth, thus educated, would through the country carouse, the disgusting groggery, or the demoralizing theatre,—those nurseries of vice?

Especially would I recommend lectures on elocution. Let children be taught to SPEAK—taught by example, and by those after whom they may safely pattern. I would make them all good SPEAKERS.

Not that I would not recommend any local teachers. They are indispensable. But I would create a new profession—that of lecturing. By a law of mind truth can be TALKED into mankind, especially into juveniles, which no other form of teaching can possibly convey. To this law of mind I would adapt instruction. The Persian teachers LECTURE to their scholars. This is the great method of instruction. This is right. This is the most powerful means of conveying instruction in the world. Let GOVERNMENT therefore furnish these educational facilities.

[CIRCULAR.]

From the Chief Superintendent of Schools to the Boards of School Trustees elected in the several Cities and Towns in Upper Canada, September the 3rd, 1850.

[OFFICIAL.]

EDUCATION OFFICE,
Toronto, 7th October, 1850.

GENTLEMEN:—

Your fellow-citizens and townsmen have elected you to a trust the most important and responsible; and the School Act invests you with ample powers to fulfil that trust, so as to extend the facilities of a sound education to each child in every city and town in Upper Canada. On you will rest the responsibility if any of the Schools under your charge is inefficient, whether from the employment of an improper teacher, or from the want of a proper School-house, or proper furniture or text-books, or if a single child be unprovided with the means of education; and to you will appertain the satisfaction and honor and gratitude, which shall never die, if each school over which you are placed be a living fountain of knowledge and virtue, and if each child within your jurisdiction have unobstructed access to that fountain. Water and bread and clothing are not more needful for the health and growth and comfort of the body, than are the food and pulsations of knowledge to the vital energy and divine distinction of mind. The uneducated child grows up into a mere animal of bones and sinews, with tastes and sympathies and habits as degraded and pernicious as they might be exalted and useful. The destiny of each child in each city and town—especially of the more laborious classes—is, in a great measure, in your hands. You are its chosen educational guardians; and as such you have the power of training and sending him forth an intelligent and useful citizen, or of neglecting and turning him out both a victim and instrument of the worst propensities of our nature.

Our cities and towns are the centres and hearts of large sections of country, and radiate influences, for good or for evil, which are felt over the whole areas of the surrounding circles. This is especially the case in Upper Canada, where domestic relations and every variety of social and business intercourse between town and country are so numerous and intimate.

In your new and responsible position, the first subject which will naturally engage your attention is the *nature of the work which lies before you*. It is to provide primary instruction for children from five to eight years of age—intermediate instruction for those from eight to eleven years of age—and higher instruction for youths from eleven to fourteen. The nature and classification of subjects contained in this course of instruction, need not be here enumerated or stated; but they will at once suggest the proper gradation of schools, and the several departments in the same school, when established upon a large scale and including several teachers.

The providing proper School-houses, furnished with maps, apparatus, and the needful text-books for the pupils; the employment of efficient Teachers, the appointment of an able and active Superintendent, and the selection of an intelligent and faithful local Committee for each School or ward, together with the estimate and provision for the support of Schools, will next engage your earnest attention, and constitute the principal subjects of your future solicitude and labours. A *division of labour* will be one of the most convenient, if not essential, means of accomplishing these purposes with any degree of facility and success: such as the appointment of a Committee on School-houses; a Committee on the qualifications, employment and salaries of Teachers; a Committee on text-books and apparatus; a Committee on examinations and discipline; a Committee of Ways and Means, and another on Accounts. In smaller towns and incorporated villages, so minute a division of labour among the Members of the Board of Trustees will not be necessary. Most of these Committees should report once a month at the monthly meeting of the Board of Trustees; the Committee on School Examinations should attend the Quarterly Examinations of the Schools, and should report the result of examination in each School. The local Superintendent (who should be a practical Teacher, a man of virtue, a lover of youth, and an ardent friend and promoter of knowledge) should visit each of the Schools and report on their state and progress at least once a month; and his report should specially include, among other things, a statement of the manner in which the School Registers are kept, and the character of attendance of pupils, as well as the character of organization, classification, teaching and discipline in each school. He should have Quarterly Meetings of the Teachers, to interchange views on various points of instruction and discipline, in order to promote harmony of action, and cause the whole system of schools in each city and town to tend towards a high and uniform standard of excellence.

To enter into a minute detail of all the regulations and proceedings which must be adopted in order to establish and maintain a proper system of schools in each city and town, would entirely exceed the limits of this circular. The importance, objects and peculiar features of this system of schools, I explained, at some length, in a circular addressed to the Heads of City and Town Corporations in January, 1848, on the introduction of the City and Town School Act, 10th and 11th Vic. chap. 19, and which will be found in the first volume of the *Journal of Education*, pages 16-24. And the economy and great practical advantages of this system of schools in cities and towns where it exists in the neighbouring States, are shewn in the same volume of the same *Journal*, pages 121-123, and 150-153.

Under these circumstances, it would be superfluous for me to dwell at length upon the subject anew; but to aid you as far as in my power in the great work on which you are now entering, I have purchased, and I hope soon to be able to place into the hands of the Board of School Trustees for each city and town in Upper Canada, Mr. Barnard's unrivalled work on "*School Architecture*—an octavo volume of nearly 400 pages, containing upwards of 300 illustrations, and embracing all the important improvements which have been made in the last few years in the construction of school-houses for schools of every grade, from the infant school to a Normal School, with suitable plans for the construction and arrangement of seats, desks, and for warming and ventilation, for appendages, grounds, &c." I will also endeavour to procure for each Board of School Trustees, whom I am now addressing, a copy of the "*Rules and Regulations for Public Schools*" which have been adopted by the Boards of Education or Trustees in the cities of *Boston* and *Providence* (Rhode-Island), and under the operation of which the most complete and efficient system of Schools has been matured which, I think, exists in any city or town, either in Europe or America. Our