

ART. XLI.—MEAN RESULTS OF METEOROLOGICAL OBSERVATIONS—HAMILTON, C. W., 1847.

By DR. CRAIGIE, Hamilton.

MONTH.	THERMOMETER.					BAROMETER.			RAINY DAYS.	DAYS WITH SLIGHT SHOWERS.	FINE DAYS.
	MEAN, 9 A. M.	MEAN, 9 P. M.	MEAN OF BOTH.	HIGHEST.	LOWEST.	MEAN HEIGHT.	HIGHEST.	LOWEST.			
January	25.774°	26.290°	26.032°	54	2	29.850	30.17	28.90	5	7	19
February	25.786	27.678	26.732	45	2	29.594	30.03	28.86	4	9	15
March.....	32.42	32.48	32.45	54	10	29.69	30.05	29.15	2	3	26
April.....	46.03	43.2	44.615	77	20	29.657	30.06	29.18	3	6	21
May.....	59.54	55.26	57.4	84	34	29.665	29.00	29.20	2	7	22
June.....	67.16	61.4	64.28	90	41	29.649	29.96	29.10	3	9	18
July.....	78.6	71.6	75.1	96	46	29.752	29.98	29.50	1	5	25
August.....	71.19	66.13	68.66	88	48	29.75	30.02	29.42	2	7	22
September.....	60.66	58.56	59.62	86	39	29.694	30.04	29.37	5	10	15
October.....	47.9	48.03	47.965	72	24	29.707	30.34	29.07	4	7	28
November.....	41.77	41.93	41.85	71	11	29.695	30.19	29.30	5	8	17
December.....	32.7	33.8	33.25	58	11	29.667	30.02	28.97	5	11	15
Mean Temperature of the Year,.... 48.163						29.681			41	89	235

ART. XLII.—ON THE STATE OF EDUCATION IN CANADA.

THE SUBJECT CONTINUED.

1. *Report on a System of Public Elementary Instruction for Upper Canada.* Montreal, 1847.
2. *Special Report of the Measures which have been adopted for the Establishment of a Normal School; and for carrying into effect generally the Common School Act (for U. C.) of 9th Victoria, cap. 20; with an Appendix.* Montreal, 1847.
3. *Annual Report of Common Schools for Upper Canada for 1847.* Montreal, 1847. By the Rev. Dr. RYERSON, Chief Superintendent of Schools for Upper Canada.
4. *Letters on Elementary and Practical Education. To which is added a French Translation.* Montreal, 1841. By CHARLES MONDELET, Esq.
5. *Annual Reports of Common Schools for Lower Canada for 1845 and 1846.* Montreal, 1847. By Dr. J. B. MEILLEUR, Chief Superintendent of Education, Lower Canada.

In resuming the thread of our desultory observations on the vitally important subject embraced by the above public documents, we owe an apology to our readers for the heavy tax already imposed upon their patient indulgence in our last article; but it so happened that while we felt the necessity of immediate action, our state of health incapacitated us from taking a more clear and elaborate, as well as more concise view of our subject; and we fear that the same excuse will have to be urged in behalf of our present remarks; which, on that account, but for the necessity of the timely redemption of our promise, we should have preferred postponing till a later occasion. We shall endeavour, however, to be as brief as possible; and, should we prove unsuccessful, we trust it will be charitably ascribed, more to the fear

of omitting what we may deem important to our purpose, than to any fancied superior ability for discussing the merits of a most momentous, yet ill-appreciated subject, to the support of which a simple, straight-forward statement of facts, will ever prove far more conducive, than the display of even the most brilliant talents; and to the former of which alone we presume to lay any claim.

It will be in the recollection of our readers, that we stated in the outset of our last article, as a remarkable fact, that the first really decisive step in behalf of the *education of the people* of Upper Canada, through the medium of *Common schools*, was taken by the first reunited parliament, in 1841. It is equally remarkable that the same may be said to have been the case with regard to the Lower province also; for though an apparently most auspicious movement towards what might be considered the counterpart of the ill-fated *Royal Grammar Schools* of Upper Canada, took place so far back as 1801, in the passing of an act for "the establishment of free schools, and the advancement of learning, on a *royal foundation*," under the imposing name of "*The Royal Institution*;" no effort in behalf of far more necessary *common schools* was made till so late as 1824, when an act was at last passed, "to *facilitate* the establishment and endowment of *elementary schools* in the different parishes of the province." But instead of these two enactments being harmonizing branches of one well organised educational system, they were altogether independent of each other, and were, therefore, never productive of the hoped for beneficial results; and such, it may be stated, was also the fate of the apparently promising Normal school bill of 1832; and all arising, it might be inferred, from the same latent cause as the failure in Upper Canada, namely, in the beginning having been made at the wrong end.

In proof of this uncomplimentary remark being, but too well founded, it is sufficient to remind our readers