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JOURNAL OF EDUCATION

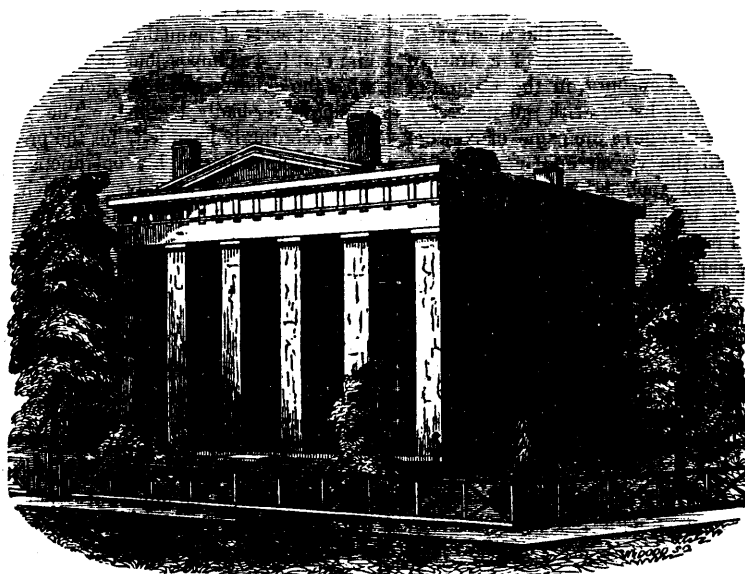
FOR

Upper  Canada.

Vol. IV.

TORONTO, MAY, 1851.

No. 5.



PERSPECTIVE OF AN ACADEMY FOR BOYS AND GIRLS IN THE TOWN OF ROME, NEW YORK.

(For plan of interior arrangement, seating, &c., see page 68.)

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MODERN SYSTEMS OF EDUCATION AND THEIR FOUNDERS.

HENRY PESTALOZZI, OR PESTALUZ.—BORN 1745, DIED 1827, *ÆTAS* 82.

No. II.

Henry Pestalozzi was born at Zurich, in the German part of Switzerland, on the 12th of January, 1745. His family, we are informed by his biographer, Dr. Biber, belonged to the "*honoratiore*;" that is, to what we would call, in this country, to the gentry. His parents, however, were far from being opulent; and by the premature death of his father, a physician by profession, he was left an orphan at the early age of five years. Such a misfortune was doubly disadvantageous to young Pestalozzi. His remaining parent, however, nobly performed her part—nor were his father's family

and friends neglectful of their duty; advice and assistance were cheerfully given, and young Pestalozzi was prepared in due time for entering into a profession suitable to the rank held by his father. His early and constant companions were a fond and devoted mother, and an old, faithful, and attached female domestic, called Barbara. To these circumstances he owed, perhaps, much of that gentle, and almost feminine disposition, which distinguished him through life. His secluded education naturally led him into peculiarities of habit and character, which his youthful associates soon discovered, and not unfrequently ridiculed. But while they distinguished and addressed him by the name of *Harry Oddity*, they always found something about him which repressed their ridicule, and awakened in them sentiments of regard and respect.

His feminine turn of mind, and a want of dexterity and physical energy, unfitted him for joining in the active games, the eager pursuits, and the wild and boisterous sports in which schoolboys delight; nor had he any desire even for distinction in such exercises. But though he felt indifferent, and even disinclined to participate in their pursuits, yet he was often known to undertake cheerfully, and perform resolutely, what the boldest of them all would have feared to attempt. One instance of this may suffice. In the great earthquake of 1755, which was so severely felt in Switzerland, the house in which little Pestalozzi and his school-fellows were assembled shook so terribly, that the teachers ran out almost over the heads of their pupils. After their first terror had subsided, they ventured to return for their hats, books, and other articles, which they had abandoned in their flight; but the only one who had courage to re-enter the building for the purpose, was our youthful hero—*Harry Oddity*.

It does not appear that Pestalozzi was distinguished in his school-boy days by any decided mark of intellectual superiority; nor was the dull drudgery of a grammar school calculated to arouse his latent energies. His taste and his talents inclined him to philology, and the acquisition of languages; and these studies, combined with the

religious feelings which maternal piety had early and effectually impressed upon his mind, naturally led him to select the church as a profession.

Among other speculations, the subject of education did not escape him; and his ingenious and discerning mind soon led him to discover the defects and errors of the prevailing systems. He held, and held truly, that the end of all education is, to prepare and adapt mankind for their respective duties and peculiar pursuits in life: and comparing this principle with the facts around him, he could not avoid concluding that the prevailing systems of education, not only of the people, but of their guides and rulers also, were radically erroneous. His views on this subject he published in a pamphlet on the bearing which education ought to have upon our respective callings in life.

After qualifying himself under the direction of Tschiffeli for conducting an agricultural establishment, he expended the small patrimony which his father had left him in the purchase of a tract of waste land in the neighbourhood of Lenzburg, in the Canton of Berne, on which he erected a dwelling-house with the necessary out-buildings. To this establishment he gave the name of Newhof—that is, the *new farm*. With all the vigour and energy of a young man of twenty-two, Pestalozzi applied himself to the cultivation of his estate—which indeed to deserve that name required years of persevering industry and prudent management.

This may be regarded as the happiest period of his life. His agricultural enterprise succeeded to his entire satisfaction; and his happiness was completed by his marriage with Anne Schulthess, a young lady as distinguished for her beauty as she was for her accomplishments and talents.

This marriage put Pestalozzi into possession of a large share of an extensive cotton manufactory, of which the father of his wife had been the principal partner. Pestalozzi, as might be expected, applied himself with diligence and zeal to the management of a business which was expected to prove a source of national prosperity. This connexion brought him into contact with the *manufacturing classes*; and this led his active and inquiring mind to compare their condition with that of the *agricultural* portion of society, with which his previous occupation had made him perfectly acquainted. The errors of the prevailing systems of education he had previously pointed out in the essay which he had given to the public: and now that his means enabled him, he determined to put into practice the reforms he had recommended. With this view he converted his establishment into an asylum for the reception of fifty destitute children; and to enhance the value of the results which he hoped to obtain, he selected them from the very dregs of the people. His object was to lay the foundation of a reform in the education, and consequently in the character and condition of the people at large. Such was his benevolent intension; but he unfortunately failed to carry it into execution.

But even this failure was productive of much good. More than one hundred children were rescued by it from ignorance, degradation, and vice. It also supplied Pestalozzi with a rich store of experience, which was of the greatest service to him in his future plans and operations.

During his residence at Newhof, he published several interesting works on popular education. The first, "*Leonarde and Gertrude*," a kind of novel for the people, was written with a view to deposit in it the knowledge he had acquired of the condition of the lower classes, and the experience he had gained in attempting their improvement. As a *novel* this book was very generally read and admired, but the *moral* of it was disregarded. Even those who entered most into the author's meaning, said—"Indeed, if there were many mothers like Gertrude, many schoolmasters like Gluelphi, and many magistrates like Arnheim, the world would be in far better case!"—and there the matter ended.

As this work exemplifies the system of Pestalozzi, we take from it copious and interesting extracts. Gluelphi, a reduced officer, under the patronage of Arnheim, the lord of the manor, undertakes the re-organization of the village-school; and having been introduced to the villagers as their new schoolmaster by Arnheim and the pastor on Sunday, after sermon, he announced his intention of opening the school on the following morning.

"The minister had sent on Sunday evening to all the houses, to say that all the children were to be at the school-room precisely at eight o'clock; yet at half-past nine there were still a great many

wanting, from the disorderly families, and from the houses of some of the magistrates. With the exception of those whom their parents accompanied from curiosity, the children of Gertrude, and those of another orderly family who came with her, were the only ones that arrived quite in time. Meanwhile, the whole village was in the greatest suspense, till they should know what new fashions Gluelphi was going to introduce into the school, and for several days past this had been the great topic of their discussions. This was the reason, too, why the brawlers were so unwilling to leave the school-room. There was nothing extraordinary, however, in this general excitement, considering that a lathe, a carpenter's bench, a small forge with an anvil, a great number of work-boxes, and a variety of other articles of the same kind, intended for the school, had been sent from the castle and the parsonage house. Indeed, it had been Gluelphi's plan to connect, at the very outset, all his instruction with different sorts of manual employment; but Gertrude soon convinced him that it was impossible, at first, to take anything in hand, except what the children had been accustomed to, however little it might be, and however badly learned. The lathe, bench, work-boxes, &c., had accordingly been left, for the present, in the parsonage house, and Gluelphi began his operations by examining the children in what they knew already. In giving him this advice, Gertrude added, that such a proceeding would afford him at the same time the best opportunity of finding out *what* they knew, and *how* they knew it, and thereby of forming an estimate of their capacities, their acquirements, and their dispositions. This he found actually to be the case.

"Such absence of all feeling among the children was more than Gluelphi could endure; particularly, as he saw that some of them were instigated to behave with insolence. But even from those who were not, it was *impossible to elicit one idea or feeling on the subjects contained in their books*. There was not even the slightest glimmer of a wish to understand what they repeated, and the greater and more sacred the import of what ran from their lips, the more unfeeling and stupid were their looks. It was in Gertrude's children only that he discovered a corresponding impression of the mind in the recital of their texts. They were the only children in the school that possessed the power of expressing their thoughts. All these observations together began to ruffle his temper, in spite of all the resolutions he had formed. After the first half-hour of the examination, he stood before the children with a wry face and a cross look, and he began himself to have ill bodings of his success. To say one word in that spirit of maternal solicitude and kindness by which Gertrude encouraged her children, seemed with such a mass almost impossible, and yet he knew that without this he could never produce any effect. He felt not at all at home in the school-room, and began to be fidgety and uneasy; and the more he saw that the children had been set against him, the more unpleasant did his feelings become. Gertrude too felt more uncomfortable that morning than she had ever felt in her own room. She was pained to see Gluelphi so bewildered, but she was herself at a loss what to do; and when the clock struck twelve, they both left the school, evidently vexed at the ill success of their first morning.

"The afternoon was less trying; for Gluelphi had collected himself in the interval, and finding that by giving way to the impressions he had received, he had incapacitated himself for the right performance of his duty in the morning, he made a serious effort to arm himself better against any unpleasant occurrences that might await him. He had some conversation too with Gertrude, the result of which was that she proposed the introduction of another volunteer assistant, whose presence, even for a few days, she thought would be of great service. The person whom Gertrude had in view was 'Cotton Mary,' the daughter of a master-spinner in Bonnal.

The point being settled, Mary seated herself behind a desk, and said, 'What should you say, children, if I were to stop a few days, and help the lieutenant to keep school?'

"All the children knowing her, exclaimed—'Oh, that would be very nice indeed!'

"*Mary*.—'But how is it? Will you promise to be obedient?'

"'Oh yes! Oh yes!' exclaimed the children; and some added, 'Oh, we know you, and you need only make us a sign, we shall understand at once what you mean.'

"*Mary*.—'But don't you understand the master as well, if he makes you a sign?'

"The children were silent; but one answered, 'We dare not speak as freely with him as with you.'

"Mary.—'But with Gertrude you may, mayn't you?'

"Children.—'Not quite.'

"Mary.—'Well! I'll teach you before the day is over to understand them, and to talk with them as freely as you do with me.'

"And so saying, she turned to the lieutenant, and said, 'Now, sir, if you please, you may ask them, one after the other, whatever you like. I shall see whether they cannot answer you as freely and cheerfully as if I were asking them.'

"The lieutenant took the hint, and began to ask now one child, and then another, all manner of questions, just as they happened to come into his head; and if any child was backward in answering, Mary went and took him laughing by the hand, or by the hair, or by the ears, and said 'Come, come, be quick, say what you think about it; never mind! Only be free and cheerful!' It lasted not a quarter of an hour, before several of the children felt quite easy, and began to give lively answers; and they thought it very funny that Mary should thus take them by their ears, or by their hair, and oblige them to look up and to speak out. Some of them soon became merry; their answers grew shrewd and witty, to the great delight of Mary and of the lieutenant, who made them repeat some of the quaintest answers aloud, so that all should hear them. This set the whole school laughing; all reluctance soon disappeared; and those who had been the most timid were now most ready to answer. Gluelphi was very much struck to see that those who from insolence had been most forward to speak, became more considerate and retired, in proportion as the better children became more free and easy.

"Gluelphi saw that Mary owed much of her influence over the children to the familiarity and kindness of her manner and address, and he endeavoured to profit by the example. He succeeded beyond his expectations, and having once established a fellow-feeling between himself and his pupils, he found it much easier to preserve that evenness of temper which he felt to be so essential in his position.

"Gertrude and Gluelphi did, from morning to night, all in their power to preserve the confidence and affection of the children. They were constantly assisting them with kindness and forbearance. They knew that confidence can only be attained by an union of power and love, and by deeds which claim gratitude in every human bosom; and accordingly they endeavoured daily more and more to attach the hearts of the children to them, by conferring upon them numberless obligations in a spirit of active charity.

"Gluelphi was deeply impressed with the truth, that education is not imparted by words but by facts. For kindling the flame of love and devotion in their souls, he trusted not to the hearing and learning by heart of passages, setting forth the beauties of love and its blessings, but he endeavoured to manifest to them a spirit of genuine charity, and to encourage them to the practice of it both by example and precept."

These extracts present a true picture of the Pestalozzian plan of instruction, drawn by the author himself. Nor does this picture contain either embellishment or high colouring. All that Gluelphi is represented to have done, Pestalozzi himself performed.

But we pass on to his next and great experiment in education.

Stanz, the capital of Underwald, was, in the month of September, '98, laid in ashes, because the patriotic inhabitants of the land of Tell had refused to bow before the fierce democracy of France. They had refused to incorporate their canton with the Helvetic republic established by the armies of France, and the consequence was, that their towns were laid in ashes, and their valleys left desolate. It was under these circumstances that Pestalozzi was sent by the government, on the recommendation of his friend Legrand, one of the directors, to open an asylum for the reception and education of orphan and other destitute children.

The following is his own account of the opening of the asylum at Stanz, as given in a letter to his friend Gesner:—

"Through Legrand I had some interest with the first *Directoire* for the promotion of popular education; and I was prepared to open an extensive establishment for that purpose in Argovie, when Stanz was burned down; and Legrand requested me to make the scene of misery the first scene of my operations. I went: I would have gone into the remotest cleft of the mountain to come nearer to my aim, and now I really did come nearer. But imagine my position. Alone, destitute of all means of instruction, and of all other assistance,

I united in my person the offices of superintendent, paymaster, steward, and sometimes chambermaid, in a half-ruined house. I was surrounded with ignorance, disease, and with every kind of novelty. The number of children rose by degrees; all of different ages; some full of pretensions; others trained to open beggary; and all, with a few solitary exceptions, entirely ignorant. What a task! to educate, to develop these children—what a task!

"I ventured upon it. I stood in the midst of these children, pronouncing various sounds, and asking them to imitate them: whosoever saw it, was struck with the effect. It was true it was a meteor which vanishes in the air as soon as it appears. No one understood its nature: I did not understand it myself. It was the result of a simple idea, or rather of a fact of human nature which was revealed to my feelings, but of which I was far from having a clear consciousness." In the midst of his pupils, Pestalozzi forgot that there was any world besides the asylum. And as their circle was a universe to him, so he was to them all in all. From morning to night he was the centre of their existence. To him they owed every comfort and every enjoyment; and whatever hardships they had to endure, he was their fellow-sufferer. He partook of their meals, and slept among them. In the evening he prayed with them, and from his conversation they dropped into the arms of slumber. At the first dawn of day, it was his voice that called them to the light of the rising sun, and to the praise of their Heavenly Father. All day he stood amongst them, teaching the ignorant and assisting the helpless, encouraging the weak and admonishing the transgressor. His hand was daily with them joined in theirs; his eye, beaming with benevolence, rested on them. He wept when they wept, and rejoiced when they rejoiced. He was to them a father, and they were to him as children. Love, then, parental love, is the foundation of the Pestalozzian system of education; and to this he owed almost all his success.

Before a twelvemonth had elapsed, this interesting experiment was abruptly terminated, by the entrance into and possession of Stanz by the Austrians.

Disappointed and repressed by the failure of his hopes, when he had all but realized them, Pestalozzi withdrew into the solitude of his native Alps. But he did not long indulge in contemplation. His mind was too active for this. He therefore again determined to resume his twice-interrupted experiment. In consideration of his former services, and with a view to enable him to prosecute his plans and enquiries, the Helvetic government gave him a pension of £30 per annum, which they afterwards increased to £100.

Shortly after this he was employed by the Helvetic government to re-organize the school of Burgdorf, and the castle of that place was assigned to him for a teacher's seminary, by means of which it was proposed to put the public instruction of the whole country upon a uniform plan.

The next place we find Pestalozzi is in the castle of Yoerdon, which is in the Canton de Vaud, on the south side of the lake of Neufchatel. This castle was given him by the Canton de Vaud, under whose patronage he opened his seminary. The plan laid down for his establishment here, embraced languages, ancient and modern; geography, natural history, physical science, mathematics, singing, history, and religion.

Here, at the castle of Yoerdon, he had nothing but bare walls and beautiful scenery. Yet even this soon became a busy and a happy spot, for he made his school a Christian family, in which persons of all ages, of all ranks, and of the opposite character, were united by the unaffected love of Pestalozzi. But he was more fitted to theorise and originate than to work out his own ideas: his last establishment fell to pieces for want of a proper director. He died February 27th, 1827, at the age of 82 years, after having reaped no other reward for his labours than his own inward satisfaction.

The following is an inscription on a tombstone in Massachusetts:

I came in the morning—It was Spring,
And I smiled—
I walked out at noon—It was Summer,
And I was glad—
I sat me down at even—It was Autumn,
And I was sad—
I laid me down at night—It was Winter,
And I slept.

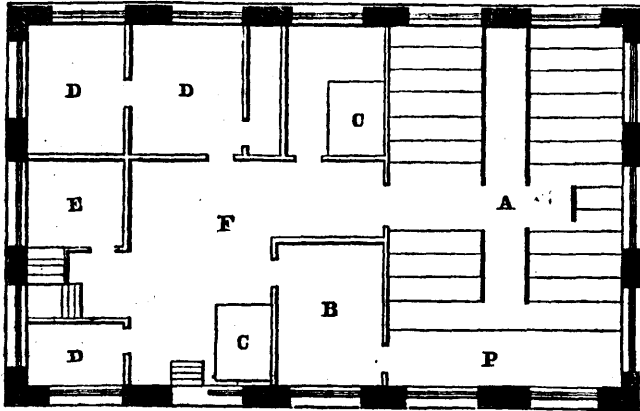
Horæ among the ancients was sometimes represented as a beautiful child, "standing upon tip-toes, and a trefoil, or three-coloured grass in her hand."—*Moore's Melodies.*

School Architecture.

As the Board of school trustees in several of the cities and towns in Upper Canada are about making arrangements for the erection of a superior class of school houses, we select the illustrations which appear in this number. The appearance and arrangements of the building are excellent.

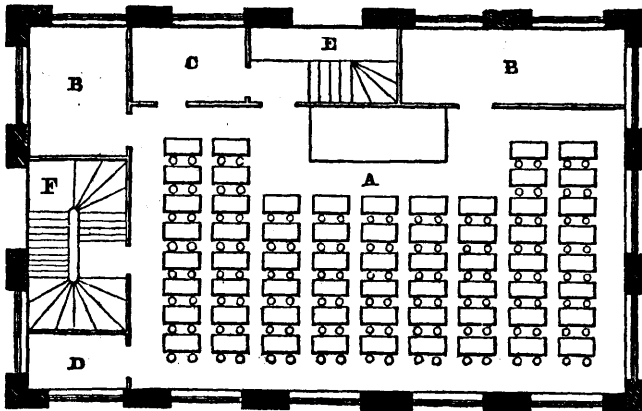
The Academy, of which a perspective will be found on page 65, was recently erected in the town of Rome, N. Y., by Edward Huntington, Esq. It is designed for both boys and girls. The plans and descriptions are taken from Barnard's School Architecture.

FIG. 2. BASEMENT.



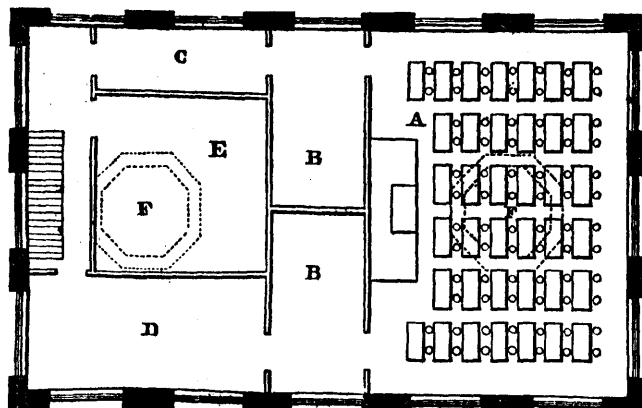
A—Lecture-room and Chapel. B—Laboratory. C, C—Furnaces. D, D, D—Janitor's rooms. E—Entry. F—Hall.

FIG. 3. PLAN OF FIRST FLOOR.



A—Boys' School-room, with 124 seats. B, B—Recitation-rooms. C—Dressing-room. D—Closet for Apparatus. E—Entrance for Boys. F—Entrance for Girls.

FIG. 4. PLAN OF SECOND FLOOR.



A—Girls' School-room, with 76 seats. B, B—Recitation-rooms. C—Dressing-room. D—Primary Department. E—Library, lighted by skylight. F—Skylight in ceiling.

The building was erected in 1848, on a lot 198 by 170 feet, on the corner of Court and James streets, fronting the public square, and is of brick, 70 by 44 feet on the ground. The basement wall, up to the water table, is of stone, laid in hydraulic cement. The roof is covered with tin, laid in white lead.

The basement, 10 feet high in the clear, contains a lecture-room, (which serves also as a chapel,) 26½ by 40 feet, with comfortable seats to accommodate conveniently 200 pupils. The floor descends 2 feet from the rear of the room to the platform, giving 12 feet height immediately in front of it. A laboratory, 12 by 15½ feet, adjoins the lecture-room, with which it communicates by a door at the end of a platform. The remainder of the basement floor is occupied by the furnaces for warming the building, and by the rooms of the Janitor.

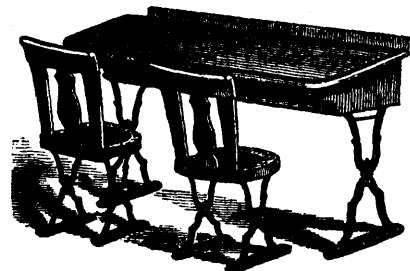
The First Floor is occupied by the male department, and consists of a school-room about 30 by 54 feet, and nearly 15 feet high in the clear, with two recitation-rooms, entries, &c. There are 62 desks, each 4 feet long and accommodating two pupils.

On the second floor are the girls' school-room, about 28 by 40 feet, with seats for 76 pupils, 2 recitation-rooms, library, hall, and room occupied by primary department. There is a large skylight in the centre of the girls' school-room, and another in the library. The rooms are 15 feet in height.

The building is thoroughly and uniformly warmed by two furnaces in the basement, and a change of air is secured by ventilators at the top of the rooms, and also near the floor, opening into flues which are carried up in the chimneys. The warmth imparted by the smoke which passes up in the adjoining flues secures a good draft. In the upper story additional means of ventilation are furnished by the skylights, which can be partially opened.

The desks are of varnished cherry, similar in form to Ross's school desk.

FIG. 5.

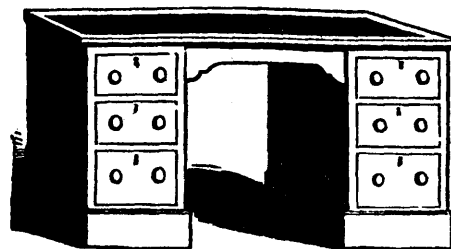


The supports are of wood, however, instead of cast-iron, and the seats are easy Windsor chairs. Both seats and desks are firmly secured to the floor by small iron knees and screws.

The school and recitation rooms are all furnished with large slates set in the wall, in the room of blackboards.

The teachers' desks in the school-rooms are similar to Fig. 6.

FIG. 6.



The whole cost of the building, including furnaces, scholars' desks and chairs, slates and inkstands, was about \$6,000. As many of the school houses now about being erected in several of the towns of the province at about the cost of the building illustrated in this Number, the plans and interior-arrangements carried out in the building will be an excellent guide in approximating to the cost of one adapted to the wants and resources of the town in which it is designed to erect one or more superior school houses.

Miscellaneous.

LOVE, HOPE, AND PATIENCE IN EDUCATION.

O'er wayward childhood wouldst thou hold firm rule,
 And sun thee in the light of happy faces;
 Love, Hope, and Patience, these must be thy graces,
 And in thine heart let them first keep school.
 For as old Atlas on his broad neck places
 Heaven's starry globe, and there sustains it, so
 Do these upbear the little world below
 Of Education—Patience, Love, and Hope.
 Methinks I see them grouped in seemly show;
 The straightened arms upraised, the palms aslope,
 And robes that touching as adown they flow,
 Distinctly blend, like snow embossed in snow;
 Oh, part them never! If Hope prostrate lie,
 Love too will sink and die.
 But Love is subtle, and doth proof derive
 From her own life that Hope is yet alive:
 And bending o'er, with soul-transfusing eyes,
 And the soft murmurs of the mother dove,
 Woods back the fleeting spirit, and half supplies;
 Thus Love repays to Hope what Hope first gave to Love.
 Yet, haply, there will come a weary day,
 When overtasked at length
 Both Love and Hope beneath the load give way.
 Then with a statue's smile, a statue's strength,
 Stands the mute sister, Patience, nothing loath,
 And both supporting, does the work of both!

Samuel Taylor Coleridge.

A BEAUTIFUL THOUGHT.

BY BISHOP DOANE.

Chisel in hand stood a sculptor boy,
 With his marble block before him,
 And his face lit up with a smile of joy,
 As an angel dream passed o'er him.
 He carved the dream on that shapeless stone
 With many a sharp incision:
 With heaven's own light the sculptor shone—
 He had caught that angel vision.

Sculptors of life are we as we stand
 With our soul uncarved, before us;
 Waiting the hour, when at God's command,
 Our life-dream passes o'er us.
 If we carve it then, on the yielding stone,
 With many a sharp incision,
 Its heavenly beauty shall be our own,
 Our lives that angel vision.

MORAL TRAINING OF PUPILS.

"Is it well with thy child?"

Our nature is several fold. We have bodies as well as spirits. The outward frame must be cared for as well as the invisible tenant that inhabits and animates it. The good teacher will look to this; he will at least feel anxious that the bodily nature is cared for and governed in accordance with the laws of life and health.

A still higher duty he owes to the intellect of his pupil. That must be trained; what is found in weakness must be raised in power; every day it should be subjected to a vigorous exercise; the pupil must be taught to think, to analyse, to reason; we are not to be satisfied with simply *inculcating* truth, as it were, by outward pressure and talking to pupils, and with making them repeat, or reply to questions; this is little better than child's play, and it is more unworthy of the teacher than of the taught, for he is older and should know better than they. Our claim to consideration as teachers lies in our ability to create an *internal activity* and warmth while the truth is presented. Let us remember that we are to invigorate our pupils intellectually, and make them more vigorous thinkers.

But, teacher, we have another duty to perform; our pupils have souls as well as intellects. We are to lead them down from the hills of pleasure to the arena of mental conflict; but if I mistake not, we are also to take them by the hand and seek to lead them down by

"Siloa's brook that flowed
 Fast by the oracles of God."

In a word, we are always to remember that over the pupils of our adoption we have, almost by the necessity of the case, acquired great influence, and are bound to employ that influence so as to promote their best interest. But as their best interest is involved mainly, not in a healthy frame, or a well-disciplined mind, but in a heart right before God, we are certainly to employ every attraction to win them early to His service.

This is one of the great pleasures of teaching; it affords such rare opportunities for approaching the heart, and winning it, while yet tender, to the fold of Him whose kindest invitations are to the lambs of his flock. If we are conscious that we ourselves are yet wanderers from the fold of the Good Shepherd, alas for us! and alas for our influence over the members of our school! and hard will it be for us to justify our neglect on that great day for which all other days were made. But if otherwise with us, do we realize as we ought how rich are our opportunities for doing good? Do we make it a part of every day's care to speak to the little company of disciples before us of heavenly things, and of the necessity of a preparation here for happiness hereafter? Or do we esteem it a duty to mark every day with one kind, earnest, *personal* appeal to the thoughtlessness of childhood, to remember now the Creator in the days of youth? Whatever be our own private views, if we acknowledge the truth of the Scriptures, and the necessity of preparation for the world to come, our obligation to do this for our pupils is obvious; but this appeal may, perhaps, with most propriety, be made to those who look upon themselves as already disciples of the Great Teacher. Shall we not, then, in all our teaching, have more reference to the world to come, and not do all for earth, but something for heaven?

If the question were proposed as in the sentiment of the Hebrew prophet, Is it *well* with the child? several considerations must be weighed before we could unhesitatingly reply. Be it of future senators, or kings even, it would be rash for the kind teacher to reply in the affirmative, if they had not yet begun to rest upon Him, who is our Advocate and Support. It is a wise suggestion of the ancients, that it is not safe to call any man happy till the day of his death. There are many counter currents and cross winds on the sea of life; and we cannot tell whether the barks which we are now launching upon the deep, will drift safely to a quiet haven at last, or not.

We certainly know that if our pupils rise to eminence, and even sit on thrones here, but fail of seats in Paradise hereafter, it cannot in any sense be "well" with them.

Under the pressure of this consideration we ask you, Fellow Teachers, to labor. It may oppress you at times; but the thought that under God you may be the means of implanting principles of right, and conferring on your pupils more than worldly sceptres and crowns, will also animate you. Let these thoughts cheer you as you go to your daily task; let them animate you in your hours of despondency, and above all, let them prompt you to faithfulness in Christian duty, and make you "speak to that young man" of those higher interests which he has in his care and keeping. And when you commend the cares and responsibilities and successes of your business to the Source of Perfect Wisdom, oh! never forget that there is no favor you can ask for your pupils so valuable, none that the Author of Mercy is so willing to bestow, as "redemption through his Son."

Your opportunities of usefulness are better than those of most men. The minister of the Gospel enjoys no better; he sheds his influence on a larger field, but it is not so direct; he cannot approach so near to those he would benefit.

The parent occupies, perhaps, in some respects, a more favoured position; but his field of peculiar influence is only in the circle lighted and warmed by his own fire. But every day there come thronging up to your desk groups of young inquirers, with minds ready for the seal; they seem to ask that your influence may fall upon their expanding characters as the holy water of baptism falls upon the infant face, with a blessing and a prayer. They are ready to be directed by you; they are precious jewels put into your hands to be cut and polished in shapes of wondrous beauty. They wait your directing hand, your "modifying clauses," ere they go forth into the storm and battle of life and make a solemn and decisive throw in the game of destiny. They are before you to be fashioned for time and for eternity.

Then too as the sun finds successive meridians and districts of frosty and dark earth passing beneath him to be lighted and warmed by his smile, so you in most stations of labor find successive groups of learners passing under your influence, on all of whom you can shed your light, and impress your character, and carve images of beauty, that neither the stormy waters of life, or the waves of the River of Death can efface. Is not your opportunity for doing good a rich one?

And never say, O Teacher! that the untoward influences of society are so many, and the unfaithfulness of parents so great, and your pupils are so short a time under your care, that you can do nothing. You can do much; if you were a thousand times less potent than you are, you could do wonders. A little unseen rill creeping along through the grass will make a green strip of velvet wherever it goes. The far off stars, whose light has to travel long thousands of years and across a multitude of adverse currents to reach us, every evening help to light the labourer from his field of toil to his couch of repose. These emblems teach us how much we can do for learning, for virtue, for religion, if we exert a correct and steady influence, and seek to shine like lights in the world. We desire not better praise than that of the Hebrew woman of old: "She hath done what she could." Are you doing what you can in behalf of a correct moral training of the thousands of pupils in our schools?

And do not say either that the laws prohibit doctrinal instruction, and any collision of the sects on this ground, and therefore excuse yourself from doing anything. The laws never prohibit your making good Christians of all your pupils. If you lived under a race of tyrants, they would never object to your making good sisters and brothers and parents and citizens of every scholar in the commonwealth. And if they did, we would not heed it; we would still seek to fit all our flock for seats in the kingdom of heaven, and then adjourn the little meeting to the general assembly of apostles and prophets and martyrs on high, though it be through threats and faggots and blood! But so far from prohibiting influence of this kind, there is no district but would esteem more highly the teacher who should be meekly faithful in this matter. Go tell your pupils, then, of their ruin by the fall, of their need of a Saviour, and of the necessity of making preparation now for the scenes of the future, and we have no fear of a war of the sects, or a collision with the laws in consequence, for these are common articles of faith; the most liberal interpreter of the Sacred Word admits them, all but the infidel hold to them.

We dictate not to what creed, or sect, or church you may belong; but we dare say that he that cares not for the soul as well as the intellect of his pupil, is not fit in the highest sense for this work. Could you coin the very diamonds of the earth for your currency, and barter in thrones and sceptres and crowns, and write down the everlasting stars in the inventory of your estate, you would not converse with such solemn and imposing relations as now encompass your every day's toils and trials and success. Eternal intellects are stronger for bliss or woe at the close of every hour of faithful toil.

Linked then with such relations, encompassed with such solemn responsibilities, shall we forget the high tenor of our mission, and do all for earth and nothing for heaven? all for time and nothing for eternity? all for discipline and nothing for virtue? Oh no! Traitors we must be to our calling, or we shall often remember that our pupils have not only intellects that need to be disciplined, but hearts that must be washed in atoning blood, and sanctified by grace divine, or they can never walk in Paradise, and bathe in its

"Seas of heavenly rest."

[Massachusetts Teacher.]

THE OPENING OF THE GREAT INDUSTRIAL EXHIBITION.

On Thursday, the first of May, 1851, the Great Industrial Exhibition was opened in the Crystal Palace, Hyde Park, London, by HER MAJESTY THE QUEEN. We abridge the following highly interesting account of the ceremony from the London correspondence of the Liverpool *European Times*.

After several days' excitement, during which the public curiosity had been wound up to the highest pitch, the morning of Thursday, the day fixed for the opening of the Great Exhibition of Industry of all Nations, opened most auspiciously.

On the preceding day we had rain and hail, with very cold weather, but the glorious 1st of May was uninterrupted by scarcely a cloud; and at mid-day, when the Queen ascended the throne, the effulgence of the sun left no other wish ungratified. As far as the mortal arrangements depended upon man, they were perfect; and I rejoice to say that the day passed off without a single accident that I have heard of. I found upon reaching Piccadilly, at

nine in the morning, a line of carriages which reached from the Exhibition to the eastern end of Long Acre, a good couple of miles, and the same thing existed west, north and south. Finding this to be the case, I alighted and walked into Hyde Park, entering the commissioners' gate without the slightest inconvenience. The scene upon entering was beautiful in the extreme. Already every seat was occupied; but a member of Parliament, who was an exhibitor, contrived to make a little coterie in the Tunisian department, to which I was admitted and saw the whole inauguration scene under the happiest point of view. The company kept pouring in until the last moment; and, at half-past eleven o'clock, I gazed upon the wonders of the grand transept, and heard the mighty organs from the west end, the tones wafting their sounds through the maze of British manufactures and productions; long lines of beautiful women, with officers and gentlemen, filling up the background, and in every way the eye was turned some surprising natural or artificial object was to be seen: the *tout ensemble* was altogether most beautiful.

Punctually at twelve o'clock the Queen arrived, her *entree* being marked by long and animated cheering. She seated herself on a chair raised on a platform, surmounted by a spacious elegant blue canopy adorned with feathers, with Prince Albert on her left. They were accompanied by the Prince of Wales and the Princess Royal. The court circle was now completely formed, making a *tableau* never to be forgotten. The Queen looked remarkably well. She wore the order of the garter, a pink brocade dress, shot with gold, and the Prince looked calmly and proudly happy. The Duke of Wellington, who this day completed his eighty-second year, had been there nearly two hours before, and the commissioners and all the officials and ladies of the household surrounding the throne presented a scene of extraordinary splendor. The National Anthem was performed, and the music produced a most delightful effect in the glass building. Prince Albert, with the commissioners, presented himself before the Queen, and read the report as described in the official programme. I could not hear the tones of the Queen when she read her reply, from the spot where I was placed, but the fact is, any mortal voice is lost in the vast edifice. The Archbishop of Canterbury then delivered the prayer of inauguration, which was followed by the Hallelujah Chorus of Handel, under the direction of Sir Henry R. Bishop. The effect of this was most striking, and the voices of the choristers were here in the fullest perfection. A procession was then formed of a most interesting character. The State heralds, preceding Messrs. Paxton, Fox, and Henderson, led the way. Then came all the officials engaged in constructing the building; afterwards the foreign acting commissioners; and most singular was it to see all the various costumes worn by the foreign looking men from every quarter of the world. Then followed the Royal Commissioners, amongst whom I noticed Mr. Cobden, dressed in a plain black coat. Then followed the venerable Duke of Wellington, walking side by side with the Marquis of Anglesea; both were loudly cheered. The foreign ambassadors, followed, and Her Majesty's Ministers, headed by Lord John Russell. These were loudly applauded; and lastly the Queen and Prince Albert, the one leading the Prince of Wales and the other the Princess Royal, closing the procession, with the Royal Prussian guests at the palace, and the ladies of the household. The procession first marched along the British or western nave, and then, recrossing the transept, passed on to the eastern extremity. At every step new acclamations arose; the music from the various organs saluted the procession as it passed, and thus every person in the building was enabled to see every individual in the *cortège*. The Queen then declared "the Exhibition opened;" and the trumpets and artillery announced the fact to the countless multitudes outside. The whole auditory arose to give a parting cheer, or a series of deafening acclamations of joy, and the ceremony terminated by the retirement of the Queen, who went back to Buckingham Palace in the state in which she had come. The multitudes in the park were countless. I looked through the glass window and a sea of human beings surrounded me on all sides. Everybody was in good humor, and all the superstitious presentiments of mischief, which had been formed in the imagination of some minds, were wholly falsified. Never was so great a spectacle inaugurated with so much good order and tranquility, in the presence of perhaps half a million of human beings.

The first object which strikes the visitor upon entrance, either

at the north or south end of the transept, are two magnificent gates stretching across, which, having passed, he finds himself in the centre of the building, amidst statuary, fountains, palm trees, and rare tropical shrubs, the equestrian statues of the Queen and Prince Albert forming the most prominent feature, amidst an infinite multitude of objects, each of which is displayed to the best advantage. Along the nave, both towards the east and the west there is a succession of gigantic statuary, in marble, iron, bronze, and zinc, the latter of a very remarkable character. Almost the first object which arrests your attention is the Koh-i-noor diamond, secured in a strong cage of iron, richly gilded, and by a contrivance, this precious jewel, which is placed on a small pedestal, sinks at night down into the strong iron chest upon which the cage rests, so that it is safe and secure night and day. Crowds flocked round this jewel to admire its size and brilliancy. Along the whole length of the building, in the centre of the nave, is placed a succession of most striking objects, relieved by the statuary. There are models of bridges and towns, all of elaborate execution, and amongst them the model of Liverpool holds the foremost rank. There are, besides enormous telescopes, exquisite models of machinery, small chapels to exhibit specimens of stained glass, the Acis and Galatea fountains, the American statues of the wounded Indian and the Greek Slave, the statue of Shakespeare, and the crystal fountain in the centre of the transept, presenting a very graceful and striking appearance. Perhaps the whole world has never furnished such a remarkable series of attractive objects as are contained in the nave alone.

Crossing the transept, you enter the British East Indies, which presents a very beautiful scene. On the south you then arrive at a square devoted to Canada, the West Indies, and the Australian colonies. The articles from these interesting spots in the British Empire are all admirably illustrative of their rich productions. The minerals, the raw materials, afford abundant scope for study both to the merchant and the philosopher. A beautiful little square of mediæval treasures next attracts vast crowds, who pass on to the sculpture room. You are now on both sides the nave, fairly in the British domestic latitudes. Whilst agricultural implements occupy the whole remaining length of the extreme south, paper and printing, and machinery in motion, fill up the extreme north; the front of the south side being devoted to Birmingham goods, furniture, Sheffield goods, woolen and mixed fabrics, flax from Ireland, and printed fabrics of Manchester, London, and Glasgow. The front of the north corresponding side presents a succession of departments with carriages, some of them of the most exquisite construction, mineral manufactures, marine engines, flanked on the front with paper goods, furniture, furs, leather, and cotton. On the outside of the building are statues, columns, specimen of coal, obelisks, and a vast variety of architectural and building processes, with a detached building, whence the steam motive power is derived.

MILTON.

His principal characteristic is majesty. In Milton's character and work is consummated the union of human learning and divine love. Here, as in an old world cathedral, illumined by the setting sun, and resounding hallelujahs, blends the most perfect devotion with the most perfect art. All is grand, and beautiful, and holy. In the "Paradise Lost," you come into contact with thoughts which sweep the whole compass of letters, and the fresh fields of nature made lustrous by the fine frenzy of the poet; here also, and more especially, you come into contact with "thoughts which wander through eternity." You trace his daring flight, not simply through the realms of primeval glory, but of chaos and elder night. You follow the track of his burning wing through the hollow abyss, "whose soil is fiery marl," whose roof is one vast floor of lurid light, and whose oceans are "floods of sweltering flame." You mingle, shuddering with infernal hosts, or listen with rapture to the far-off choring of cherubim and seraphim, the glorious mingling of sweet sounds "from harp, lute, and dulcimer." You stand on the dismal verge of Pandemonium, with its dusky swarms of fallen spirits, glimmering through the shadows, "thick as the leaves in Vallambrosa," see borne upon its burning marl or sailing through the gloomy atmosphere, that form of angel ruined, vast shadowy, and terrible, which when it moves causes the abyss to shudder. You gaze, with astonishment and awe upon the starry domes, which rise, "like an exhalation," from the fiery depths, and tremble at the

shout of defiance from the multitudinous army, as it rings through those lurid halls. Or, rising oppressed with the splendour and woe of the infernal regions, you pass, with the gentle poet, into the fragrance of Paradise, bathe your eyes in celestial dews, wander with heavenly guests through the melodious groves and "amarantine bowers" of Eden, quaffing immortal draughts from cool fountains, soothed by the song of early birds, and finding rest unutterable beneath the shadow of the tree of life; or, it may be, holding converse high, on some "serener mount," with angelic forms, or with that noblest pair, whose innocence and beauty are fresh as the young dews which glisten upon the flowers of Eden. You catch the spirit of that high Christian seer, gaze through the long vista of time, behold the wonders of Calvary, man redeemed, and the gates of glory thronged with rejoicing myriads.—*Rev. R. Turnbull in Christian Review.*

THE NORTH WEST PASSAGE.

As the great interest which attaches to the mysterious fate of the gallant Sir JOHN FRANKLIN and his intrepid companions, has directed public attention to the subject of Arctic voyaging, we insert the following table of statistics relating to the various expeditions which have engaged in the hazardous enterprize of endeavouring to find a north-west passage from Europe and America to the Pacific Ocean, the East Indies, and China.

The attempt to discover a north-west passage was made by a Portuguese named Cortereal, about A. D. 1500. It was attempted by the English in 1553, and the project was greatly encouraged by Queen Elizabeth, in 1585, in which year a company was associated in London, and was called the "Fellowship for the Discovery of the North-West Passage." The following voyages with this design, were undertaken, under British navigators, in the years respectively stated:—

Sir Hugh Willoughby's expedition to find a north-west passage to China, sailed from the Thames, * May 20, 1553	Captain Ross arrived at Hull, on his return from his Arctic expedition, after an absence of four years, and when all hope of his return had been nearly abandoned, ... Oct. 18, 1833
Sir Martin Frobisher's attempt to find a north-west passage to China, Captain Davila's expedition to find a north-west passage, ... 1565	Captain Back and his companions arrived at Liverpool from their perilous Arctic land expedition, after having visited the Great Fish River, and examined its course to the Polar seas, ... Sept. 8, 1835
Barentz's expedition, ... 1594	Captain Back sailed from Chatham in command of his Majesty's ship <i>Terror</i> , on an exploring adventure to Wager River. [Captain Back, in the month of Dec., 1835, was awarded, by the Geographical Society, the King's annual premium for his Polar discoveries and enterprize.] ... June 21, 1836
Weymouth and Knight's, ... 1602	Dease and Simpson traverse the intervening space between the discoveries of Ross and Parry, and establish that there is a north-west passage, ... October, 1839
Hudson's voyages; the last undertaken by this noble navigator, ... April 17, 1610	Sir John Franklin and Captain Crozier in the <i>Erebus</i> and <i>Terror</i> , leave England, ... May 24, 1845
Sir Thomas Button's, ... 1612	Captain Ross returned from an unsuccessful expedition in search of Franklin, ... 1849
Baffin's expedition and discovery, ... 1616	Another expedition (one sent out by Lady Franklin) in search of Sir John Franklin, consisting of two vessels, sailed from England, ... April-May, 1850
Foxe's expedition, ... 1631	Another, consisting of two vessels, the <i>Advance</i> and <i>Rescue</i> , liberally purchased for the purpose by Henry Grinnell, a New-York merchant, and manned at Government cost from the United States Navy, under command of Lieut. E. J. D. Haven, sailed from New-York, May 25, 1850
[A number of enterprises undertaken by various countries followed.]	The <i>Prince Albert</i> is about being again despatched from England by the heroic Lady Franklin, who nobly surrenders her entire income in vainly seeking for her gallant husband, ... 1851
Middleton's expedition, ... 1742	
Moore's and Smith's, ... 1746	
Hearne's land expedition, ... 1769	
Captain Phipps, afterwards Lord Mulgrave, his expedition, ... 1773	
Captain Cook in the <i>Resolution</i> and <i>Discovery</i> , ... July, 1776	
Mackenzie's expedition, ... 1780	
Captain Duncan's voyage, ... 1790	
The <i>Discovery</i> , Captain Vancouver, returned from a voyage of survey and discovery on the north-west coast of America, ... Sept. 24, 1795	
Lieut. Kotzebue's expedition, Oct., 1815	
Captain Buchan's and Lieutenant Franklin's expedition in the <i>Dorothæa</i> and <i>Trent</i> , ... 1818	
Captain Ross and Lieutenant Parry, in the <i>Isabella</i> and <i>Alexander</i> , ... 1818	
Lieutenants Parry and Siddon, in the <i>Hecla</i> and <i>Griper</i> , ... May 4, 1819	
They return to Leith, ... Nov. 3, 1820	
Captains Parry and Lyon in the <i>Fury</i> and <i>Hecla</i> , ... May 8, 1821	
Captain Parry's third expedition with the <i>Hecla</i> , ... May 8, 1824	
Captains Franklin and Lyon, after having attempted a land expedition, again sail from Liverpool, ... Feb. 16, 1825	
Captain Parry, again in the <i>Hecla</i> , sails from Deptford, ... March 25, 1827	
Returns, ... Oct. 6, 1827	

* The gallant Sir Hugh Willoughby took his departure from Radcliffe, on his fatal voyage for discovering the north-west passage to China. He was unfortunately entangled in the ice, and frozen to death, on the coast of Lapland.

† In 1810, Hudson venturing to pass the winter in the Northern Ocean, being in search of a north-west passage, he was with his son and three others, by a meling crew, forced into a boat and left to perish.

‡ The above ships were commanded, officered, and manned as follows:—

THE EREBUS		THE TERROR.	
Sir John Franklin, Captain.	James Fitzjames Commander.	Richard Crozier, Captain.	Ed. Little, Lieutenant.
Graham Gore, Lieutenant.	Hen. T. D. Le Vesconte, Lieutenant.	Geo. H. Hodgson, Lieutenant.	John Irving, Lieutenant.
Jas. Wm. Fairholme, Total, 70 Officers and Crew.		Total, 68 Officers and Crew.	

JOURNAL OF EDUCATION.

TORONTO, MAY, 1851.

OBJECTIONS TO THE FREE SCHOOL SYSTEM IN ENGLAND.

LONDON, LITTLE TOWER STREET, APRIL 5th, 1851.

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

SIR: Some of the opponents of the movement now making in England, in favour of the establishment by law of a national system of instruction in free schools, assert very positively that giving free instruction to the people has no tendency to increase the number of children under instruction. I observe with great pleasure the rapid extension of your system in Canada, and I am much mistaken if you are not in possession of information which will enable you to give the most direct contradiction to such an assertion. May I beg the favour of you, to say in your next number what is your experience as to the effect of making schools free, in increasing the number of scholars. You would be doing good service if you could give some statistics extending over a considerable space of time and tract of country. With best wishes for the continued success of your operations,

I am very respectfully,
Your obedient Servant,
SAMUEL LUCAS.

REMARKS.—We regret our inability, owing to the very recent introduction into Upper Canada of the free school system, to furnish, as requested by our correspondent, statistics illustrative of the effect of the adoption of the free school principle upon the attendance of pupils, in Canada, ‘extending over any considerable space of time or tract of country.’ The period of our free school operations is of quite too recent a date to permit of any extended observations or statistical information as to effects or results. So far, however, they are entirely satisfactory.

Previous to the year 1848, the free school system was but partially known in Upper Canada; up to that time, therefore, no statistics on the subject exist of any practical value. During the year 1849, we had occasion, in reviewing our educational progress in 1848, to remark upon the effect of the system of free schools upon the school attendance in those localities in which it had been adopted in 1848, with a view to stimulate other parts of the country to try its effect upon their school attendance. Our remarks and accompanying statistics, taken from the *Journal of Education* for June, 1849, page 88, are as follows:—

If the adoption, in very numerous instances of the free school system in various parts of the Province, be a proof of the spread of sounder principles than has heretofore prevailed in regard to a more generous system of universal education, then we have cause for rejoicing for the future prosperity of Upper Canada.

In various parts of the Niagara, Prince Edward, Talbot, Brock, and other Districts, this patriotic and popular mode of raising the teacher's salary has been adopted, and the fruits are seen in the much larger attendance of pupils, the tranquillity of the school sections, the absence of all causes of local differences between trustees and their neighbours, and the teacher on school matters, and the general prosperity of the schools themselves. We give some of the statistics of a few districts for the last year, showing the effects of even the partial adoption of the free school system in a district upon the school attendance of such district, as compared with other districts and towns in which no movement has been made in this direction. The contrast it will be perceived is very striking:—

Districts and towns in which the free school system has been in partial operation during the year 1848:—

	School Population.	Pupils.
Niagara District,.....	11,848	9,348
Niagara Town, (adopted fully).....	668	716*
Prince Edward District,.....	5,634	4,212
Talbot District,.....	6,694	4,365
Brock District,.....	9,414	5,811

* Including pupils from beyond the corporation limits of the town.

Districts and towns in which the free school system has not been in operation during the year 1848.

	School Population.	Pupils.
Home District,.....	28,689	13,784
City of Toronto,.....	5,500	1,678
Colborne District,.....	7,700	2,995
Huron District,.....	5,482	2,459
City of Kingston,.....	3,461	524

In contrasting (in the same number of the *Journal*, page 96,) the effects of free schools upon the school attendance in the city of Toronto and the town of Niagara, in 1848, we remarked:—

It will be curious and interesting to note the difference in the effect of the operation of the *partial* and *universal* systems of popular education on the school attendance of the pupils. Last year, (1848,) out of a school population of 5,500, but 1,678 are reported as having attended the common schools—and those only during six months of the year! While in the town of Niagara, under the free school system, with a school population of 668, 716—including pupils above the age of 16 years, &c.—are reported as having attended the common schools during the entire year. The contrast is striking; but it is the result of the operation of the same school law in the two ex-capitals of Upper Canada during the same year.

It is gratifying to add, that the present year witnesses the full and complete adoption, recently, of the free school system, in the present capital of United Canada, as well as in the ancient town of Niagara. In both places the effect is highly satisfactory.

As it regards the effects of the operation of a system of free schools, supported by a general assessment upon property upon school attendance in Upper Canada during the years 1849–50, we need only refer our correspondent to the extracts from the remarks accompanying various local superintendents' statistical school reports for last year, published in the *March*, April, and present number of this *Journal*. The extracts confirm in an emphatic and gratifying manner our decided opinion of the “school filling” character of the system of free schools at present in operation in Upper Canada. They moreover evince the determination of the inhabitants of several school sections, to sustain their schools entirely, in future, upon this more popular and less expensive plan.

PROGRESS OF POPULAR EDUCATION IN THE PROVINCE OF NOVA SCOTIA.

In the Feb. No. of the 3rd Vol. of this *Journal*, we had great pleasure in referring to the proceedings of the Nova Scotia Legislature in making provision for the establishment of a system of Common Schools, and for the appointment of a Superintendent for that Province. From the first annual Report of this officer, lately laid before the legislature, and containing 128 pages, we make the following extracts, illustrative of the zeal and ability of the Superintendent; and exhibiting the actual state and prospects of education in our sister Province: of his report, Mr. Dawson remarks:—

“It includes a narrative of my proceedings in discharge of the duties of the office of Superintendent of Education, remarks on the state of education and suggestions for improvement, and statistical tables containing abstracts of the Reports of the Boards of Commissioners. The details embraced in these subjects, I have arranged under the following heads:—(A.) *Narrative of proceedings.* 1. Tour in the United States. 2. Preparation and Distribution of Forms of Reports, &c. 3. Public Meetings and Lectures. 4. Inspection of Schools. 5. Supply of Books and Apparatus. 6. Associations and Institutes. 7. Supply of Teachers to destitute Districts. (B.) *State of Education and Suggestions for Improvement.* 8. Boards of Commissioners. 9. School Trustees. 10. Teachers. 11. Support of Schools and Assessment. 12. Attendance. 13. School Houses and Furniture. 14. School Districts. 15. Common Schools, their Studies and Discipline. 16. Grammar Schools and Academies. 17. Establishment of a Normal School. 18. Notices of the Commissioners' Districts, Meetings, &c. (C.) *Statistical Report.*”

After furnishing minute information relating to the state of schools in various places visited, during his tour in the United States, Mr. Dawson thus concludes:—

“Had longer time been at my disposal, I might, in the States which I have visited, as well as in other parts of the United States

and in Canada, have obtained a very large additional amount of useful facts. I may remark, however, that an additional value is given to such imperfect observations as those which I have been enabled to record, by the circumstance that the American schools present an eclectic system, whose materials have been gathered from the best schools of Great Britain and the Continent; and having been found adapted to the circumstances of the New World, have been built upon the wide foundation which was laid by the old colonists of New England. This gives to the American schools a variety and completeness, which render them much more worthy of study than they might otherwise have been. I must express my obligations to the educational officers and teachers of the places which I visited, for the readiness with which they placed within my reach all the facilities that I could desire, for obtaining information respecting their educational institutions. I found every where, that to mention the object of my mission was at once to obtain their hearty aid and sympathy. I must also thank the educational officers of Upper Canada and New Brunswick for their kindness in furnishing me with the reports relating to the schools in those Provinces.

Public Meetings and Lectures.—To carry out the provision of the law in relation to public meetings, I determined, before the close of the year, to hold one meeting in each District in the Province. An experiment so novel as that of assembling the people together to consider a subject, in the opinion of many so common-place and unimportant, must of necessity meet with many difficulties. In some districts, accordingly, with all the exertions that I could use, the attendance and appearance of interest were very small. In other cases, the results were very encouraging and satisfactory.

Inspection of Schools.—To this department of the work of superintendence I attach great importance, as the means of checking inaccurate returns, arranging disputes, and stimulating teachers, parents and pupils.

Supply of Books and Apparatus.—In expending the sum of £600 appropriated to this object, I have endeavoured to supply the great destitution of books existing in the poorer schools, and among the poorer scholars in most schools; to prepare the way for uniformity of school books, and to introduce new and improved books and improved apparatus in room of those that are less serviceable, or in the case of apparatus, where none was previously in use. In any one of these directions there is room for the expenditure of a much larger sum.

Associations and Institutes.—Teachers' Associations are societies of teachers residing near to each other, meeting at stated times for discussion of educational subjects, and mutual consultation and encouragement, and for the visitation of each other's schools, and subsequent discussion of their management. In my tour through the Province, I found but one such association in existence.

Teachers' Institutes are collections of teachers from greater distances than in the case of Associations, for the purpose of holding a meeting of the duration of a week or more. They are, in short, temporary Normal Schools. In many parts of the United States they are held annually, and are aided by legislative grants. The objects are discussion, illustration of methods, instructions and lectures in school branches and the art of teaching.

School Trustees.—Deficiency in the performance of the duties of these officers is one of the principal defects in the working of our present system. I have every where endeavoured to direct public attention to this subject, and I hope with some degree of success. The adoption of the system of compulsory assessment would at once give new importance to the office of trustee, and remove the causes which now render it inefficient.

Teachers.—The real efficiency of any system of public education, and with this the prosperity of all those great interests which can rest safely only on the intelligence and good moral habits of the people, must depend mainly on the teachers. In this Province, however, the teacher's office is altogether underrated, both in public estimation and public support. If it be desired to elevate the profession of the teacher to its true position, it must be made a comfortable livelihood for competent men who engage in it, and means provided for training young persons to enter on the work with a full knowledge of its duties, and for giving additional skill to those already employed. The following statistics, taken from the results of my inspection, answers to questions, and the returns, give some idea of the present condition of the profession of teaching. The teachers of 222 schools, visited by me in the various parts of the

Province, may be rudely classed under the following heads: 1, Middle-aged or old teachers, experienced, and of fair or high qualifications, 34; 2, Young teachers, with fair or good education, and improving in their profession, 74; 3, Young teachers, with moderate or poor education, and small qualifications for the work, 62; 4, Middle-aged or old teachers, scarcely or not at all competent, 52; total 222. Of 165 teachers who have answered my questions—80 were educated in this Province, 56 were educated in Great Britain or Ireland, 10 were educated in other Colonies and the United States, 19 gave no answer to this question, 33 have taught in Britain or other countries, 67 are willing to attend a Normal School, 66 are willing to attend Institutes, 48 are paid in money, 26 half in money, 39 use the blackboard in teaching, 43 board from house to house, 14 are under 20 years of age, the youngest 17, 50 are under 30, 42 are under 50; 25 are 50 years of age or over, the oldest being 70; 34 do not mention their ages; 66 are married, and 6 are widows or widowers; 102 use corporeal punishment,—most of them rarely. Of about 1000 teachers in the Province, 700 are males and 300 females. Their average salary from the people is £24 15s. 3d., and from the Provincial grant £11 11s. 10½d. The greater number of the teachers who have informed me that they were educated in the Province, have attended the country schools and academies. Comparatively few have received education at the colleges or in the metropolis. Of those educated in Great Britain, 27 are from Scotland—14 from England; 15 have been educated in Ireland. Of those educated in other colonies, the greater part are from New Brunswick, some having been trained in the Normal School of that Province. The limited use of the blackboard, and the statements made in the answers respecting exercises, books, &c., indicate a great deficiency of professional knowledge. On the other hand, the large number of those who express desire to attend a Normal School shows much anxiety to improve.

Support of Schools.—The methods of support now in use are very defective. The only effectual remedy for the present difficulties in the support of schools, is the introduction of *general and compulsory assessment*. It is well known that several of our ablest politicians and literary men have, at various times, publicly and earnestly advocated the support of schools by assessment; and though their views have produced little immediate action, they have now penetrated the minds of nearly all the active friends of education in the Province, and are being rapidly diffused among the masses of the people. The principal opponents of assessment are the wealthy, who have educated their children, or have no families, or who fear that their portion of the burden would be heavy; and the less informed of the poor, who dread taxation, and liability to be called on for money payments. Both classes of objectors labour under misapprehensions of the true nature and working of the system. No persons profit more extensively by that general diffusion of good education, which results from a system of assessment, than men of wealth. The resulting intelligence, order and prosperity—diminution of vice and pauperism, and growth and permanence of good laws and institutions—all tend to enhance the security and value of property. On the other hand, no mode of supporting education falls so lightly on the poor man, or gives him so great facilities for raising his children to respectable positions in society.

Attendance.—With the irregular attendance which prevails in our country schools, no teacher can have an orderly or systematic school, properly organized classes, or steady progress. The heat teacher must ultimately succumb, and the brightest pupils be retarded, by such a difficulty. On looking over a school register, I have often seen many such lines as the following:

1 1 1 * 1 1 * * 1 1 1 1 * * 1 * * 1 1 1 1 1 * *

opposite the names of pupils. In such a case it is quite evident that the child can have learned little, except to think himself a dunce, and to dislike going to school. Much of this irregularity arises from the real or supposed necessity of keeping children at home, to aid their parents at the busy seasons of the year. I have no doubt, however, from the inquiries which I have made, that much of this might be avoided by proper management. Where it can be avoided, parents may rest assured, that it is one of those cases of withholding more than is meet, that "tend only to poverty." The man who wilfully and unnecessarily keeps his children at home, defrauding them of the time which God has given them for the growth of the mind as well as of the body, and who makes little slaves of them for the pitiful gain of their feeble labor,

was mildly treated by the old legislators of Massachusetts, when they only fined him and bound out his children to persons who would give them education. Free schools, supported by assessment, are the only sure remedies for this evil. These would, I have no doubt, at once nearly double the ordinary attendance of pupils. In the mean time, the proper use of school registers, with the co-operation of teachers and parents in using such means as are in their power, may tend to diminish its prevalence.

"School Houses and Furniture.—In travelling through the Province, I have directed much attention to the proper construction of school-houses; believing that material improvements in this respect are absolutely necessary to the proper working of the schools. I have exhibited improved plans at the public meetings and lectures, and in every case where I have found buildings in process of erection or repair, have suggested such improvements of plan as seemed to be requisite. The law makes it one of my duties to give information respecting the embellishment of grounds on which school-houses stand. Unfortunately too many of the schools have no ground whatever attached to them, being built by permission on private property, or on the highway. Of 165 teachers who have answered the questions addressed to them, only 33 report that their school-houses have any ground attached to them, the remainder being on private property or on the highway. Only 5 of the 165 schools have any means of ventilation other than the door and windows; 16 have more than one apartment; 24 have door mats and scrapers, and hat pins; 20 have wood-houses or other out-houses; 26 have seats with backs, or the desks arranged so as to form backs.

"Common Schools—their Study and Discipline.—Our Common Schools are very diversified in character, studies and efficiency. Some are mere primary schools of a very low grade, teaching only reading, writing, and a little arithmetic; others, in addition to all the branches required by law in common schools, teach the classics, mathematics, or modern languages, and rise nearly, if not altogether, to the level of many of the so-called grammar schools.

"Moral and Religious Training in Common Schools.—In every school there must be more or less of the formation of moral or immoral habits; and it is of the utmost importance that high moral influences should here be brought to bear on the mind of the young. This is, however, rather a matter of discipline and training, than of direct instruction; since moral teaching apart from example and the formation of habit, is nearly useless. The good teacher should be in his own person a pattern of good morality. He should watch every deviation from rectitude on the part of the children, and kindly endeavour to impress them with the evil of every bad practice. He should endeavour, in the discipline of the school, to cultivate and strengthen the higher moral sentiments, and avoid every thing of a degrading character. He should aim to regulate his school, rather by the consciences and benevolent feelings of the pupils than by fear. Under our law, the religious instruction to be communicated becomes a matter of mutual arrangement between the parents and teacher. Thus those parents who have confidence in the teachers as a religious instructor for their children, can have the benefit of such instruction; and those who have not such confidence, are under no necessity of having views which they do not relish obtruded upon their children. In this way, there is practically a large amount of religious instruction communicated in the schools; and many of the teachers are persons of true piety, who give such instruction, when desired, with earnestness and zeal. Even when parents belong to different denominations, it is not absolutely necessary to forego the benefits of religious instruction, since, despite all the differences that subsist, the great truths of Christian morality, and many of the cardinal doctrines of the Gospel, are common to all denominations of Christians. The following extracts from the Instructions of the Council of Public Instruction for Upper Canada, well express the views above stated. [See Journal of Education for July, 1850, page 112.]

"Grammar Schools and Academies.—In the past summer, the Grammar schools were on the whole, in a very efficient condition. Great difficulties attend the establishment of really useful Grammar and High Schools in this Province at present. Respectable schools of this kind cannot, in the present lack of desire for higher instruction, be established in many of the places where the law allows them; and on the other hand, the establishment of costly schools in the wealthier settlements or county towns excites the jealousy

of the poorer districts. In addition to this, these wealthier and more populous places are seldom disposed to support schools in proportion to their means, and consequently the experience of many of the County Academies has shown that a large sum of public money, even in a wealthy and populous place, does not always ensure the establishment of a good school. It rarely happens that the people can provide an assistant teacher, and in consequence the introduction of the higher branches and the elevation of the school to the rank of a grammar school, withdraws the attention of the teacher from the younger scholars, and the parents complain that, for the majority of the children, it is less serviceable than a common school.

"Agricultural Chemistry has been, for the first time, introduced into the schools in the past autumn, and it is therefore too soon, as yet, to speak of its results. In some districts, however, it is already in successful operation, and I have no doubt that it will in the present year be introduced into the majority of the grammar schools and many of the superior common schools,

"Establishment of a Normal School.—The example of Great Britain, Ireland, France, Germany, the United States, Canada, in short, of every country having an efficient education system, the resolutions passed by several public meetings in the past summer, the facts and views given in the earlier portion of the Report, and the manifest benefits which must result from the introduction of thoroughly trained teachers into the schools, should, I think, prevent much difference of opinion as to the utility of a Normal seminary in this Province. One Normal School will be sufficient for Nova Scotia. The State of New York and the Province of Upper Canada require but one; and one really good and well-supported institution of this kind is, on every account, preferable to several of an inferior description. It should be in a central part of the Province, and in a rural district, where board could be obtained cheaply and temptations to vice are few; and where a plot of ground for agricultural experiments, or for a model farm, could be obtained if desired. The facts already stated in reference to the Normal Seminaries of Massachusetts and New York, may give some idea of the probable expense of the institution. The Normal school of Upper Canada has two teachers, and is supported at an annual expense of £1,500. Its buildings cost £1,500. The Legislature of New Brunswick has paid for school premises at Frederickton £786 16s. 9d., and for furniture, library, &c. at Frederickton and St. John, £485. It pays annually to two teachers at Frederickton and St. John, £300, and to aid candidates attending the school about £500. The Normal School of Bridgewater, with a principal and two male assistants, costs about £575 per annum. Its building, which includes accommodation for a model school, cost £1,300."

EXTRACTS FROM LOCAL SUPERINTENDENTS' REPORTS, 1850-51.

(Concluded from page 59.)

Rev. Gilbert Miller, Athol: "Every school section in Athol has a good school, except No. 4; and education is advancing. The present school Act works well, and gives much satisfaction to the people."

Thos. McCall, Esq., Dunwich: "In perusing your remarks on the free school system, I coincide with your opinion; but it is not likely that system will be universally adopted, unless by a legislative enactment."

Rev. John Porteous, Beverly, County of Halton: "Education has never engaged the attention of parents and guardians so much as it has done lately. Free schoolism has fallen upon their slumbers like a bomb—school section No. 4 and 5 has adopted the system. In fact, the work of conversion to free schools, goes gaily on; and next year, self defence will prompt sections, either to adopt nominal rate-bills, or fling them away entirely. I find mostly all the trustees in favour of free schools, and some who oppose them, do so on the ground, that, in the meantime, the school houses would not contain the children that would present themselves for instruction! Shame on such small spirits, who not only admit the efficiency of free schools, but oppose by a subterfuge their coming into operation."

Robert Whitley, Esq., Marysburgh: "It will be seen by my report, that not one-half of the children between the ages of 5 and 16 years, attend the schools; but it is to be hoped that a great change for the better will take place under the operation of the new school Act; indeed it has already taken place, and I am happy to say, that in this township the people are becoming alive to the

necessity of educating their children. Some sections have availed themselves of the provisions of the new Act, and taxed themselves, not only for the teachers' salary, but also for a supply of text-books."

John Allanby, Esq., Ops: "I am of opinion that, this year, school matters will be placed upon a more satisfactory basis—teachers being elevated in society will perform their duties more efficiently; and the attentive perusal of the *Journal of Education*, with the enlarged powers given to the trustees by the late school Act, ought to do more to stimulate ambition and zeal, than any other means heretofore devised."

Rev. James Geggie, Edwardsburgh: "This report shows more than one-fourth of the children of school age are not on the roll. This arises, in a great measure, from the want of a due concern on the part of parents, as to the instruction of their children. The rate-bill has also its influence in keeping children from school."

George Turner, Esq., North Oxford: "As it regards the free school system, I will add, that as far as I have been able to obtain information on the subject, I think there is no doubt of its superior utility; and with respect to popular opinion, I believe eight-tenths would be in favour of it, provided it was enacted by the legislature to raise the amount necessary by a general tax: but with regard to local taxation, there is a great diversity of opinion."

Thomas Chamberlain, Esq., Richmond, &c.: "I have endeavoured to impress upon the people of this township the necessity of having free schools, and have found a great number in favour of the measure. I believe, that if a law were passed at the commencement of a new Parliament, making free schools imperative, before the end of four years, the measure would become so popular, that members would be in no danger of being unseated for passing such a law. But they are not independent enough to try such a bold, although useful measure, near the eve of a new election."

Rev. Joshua H. Johnson, Yonge: "So far as I am capable of judging, a growing interest is felt among the rural population in common schools. The free school system is every day gaining ground. I believe that upwards of half of the schools in Yonge are to be supported on that principle during the current year."

Benjamin S. Cory, Esq., M. D., Hillier: "As an individual, I am a most ardent advocate for the principle of free schools. I consider it one of the greatest boons any legislature can confer upon any people. It is obvious, that were it general all over the country, it would press less heavily upon some than it does now, when a school section decides upon the adoption of free schools. Even under the present law, as I view it, the wealthy and the childless are remotely far greater gainers by the carrying out of the principle of free schools than they seem willing to admit. How much better—nay how infinitely preferable—is it to submit to a trifling tax for the purposes of education, and consequently for the promotion of virtue and correct principles, than to submit to a similar and perhaps greater one to defray the expenses of the administration of criminal justice, growing out of the want of such education. I hope, in common with thousands in the country, that you will officially urge upon the legislature, to so amend the present law as to make the principle of free schools the law of the land, with as little delay as in its wisdom it can."

W. Johnston, Esq., Brantford: "I am sorry to state that our schools, with a few exceptions, are in a backward state; but the almost general feeling evinced in favour of free schools, taught by well qualified and well paid teachers, is significant of a determination to do better."

Rev. John Armour, Sarnia, &c. Second extract, 6th May: "I have just returned from visiting several schools. I believe the present effort, if persevered in, will, in a short time, revolutionize our school system incalculably for the better. The people are becoming more generally alive to the great advantages of education. The teachers see more impressively the necessity of improvement in their profession; and the schools in this neighbourhood are advancing in discipline, in management, and in thoroughness of teaching, and progress in learning. I have prepared a long lecture 'on the expediency and advantages of the free school system,' and have delivered it in various sections under my charge; and the people almost universally are giving way to fair argument and plain reasoning. I purpose to make this my principal topic of discussion in lecturing this year; and I have sanguine hopes that there will be a great increase of sectional schools in this part of the country which will adopt this principle next year."

[OFFICIAL.]

Circular to the Clerks of the several Counties and Union of Counties in Upper Canada, notifying the apportionment of the Legislative School Grant for the year 1851.

SIR,

As required by the provisions of the first and second clauses of the 35th section, in connexion with the 6th clause of the same section of the Common School Act for Upper Canada, 13th and 14th Victoria, chapter 48, I have the honour to annex herewith, the certified apportionment of the legislative school grant for the current year, to the several townships in the municipality of which you are clerk.

2. The gross amount apportioned this year to the several counties, townships, cities, towns, and villages in Upper Canada (deducting the sums authorized by the 39th and 41st sections of the school Act) is greater, than that apportioned to the entire province last year; but separate apportionments having been now made to several towns and incorporated villages recently erected into school municipalities, the amount apportioned to some individual counties may appear smaller in consequence.

3. The money apportioned to your county will, as provided by the 42nd section of the school Act, be payable to the county treasurer, or his attorney, at the office of the Honourable the Receiver General, Toronto, on the 1st day of July next.

4. As required by the 1st clause of the 31st section of the school Act, you will please notify the local superintendents of this apportionment, so far as it relates to the townships under their charge respectively.

5. It not having been considered advisable this year to adopt arbitrarily the basis, in the distribution of the school fund among the several school sections, authorized by the first clause of the 31st section of the Act, I am directed by the Chief Superintendent to submit for the consideration of the county council the propriety of adopting this year the new system for the distribution of the school fund—according to the average attendance of pupils. Some county councils have already expressed a wish that the former method of distributing the school fund—according to the school population returns of the previous year—should be continued this year also. In all such cases, the Chief Superintendent has expressed his concurrence in the wishes of the council.

6. If you have not already done so, you will please notify this department of the decision of the county council upon this subject, at your earliest convenience, so as to enable the Chief Superintendent to issue his instructions to the local superintendents, as contemplated in the first clause of the 31st section of the school Act.

I have the honour to be,

Sir,

Your most obedient Servant,

J. GEORGE HODGINS,
Deputy Superintendent.

EDUCATION OFFICE,
Toronto, 1st of May, 1851.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE VARIOUS COUNTIES, TOWNSHIPS, CITIES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA, FOR THE YEAR 1851.

GENERAL ABSTRACT of the Apportionment of the Legislative School Grant for the Years 1849, 1850, and 1851:—

	In 1849.	In 1850.	In 1851.
Apportioned to the Counties,	£ 17,253 18 11½	£ 17,394 4 4½	£ 16,987 10 0*
Apportioned to the Cities,	837 10 2½	843 3 4½	881 0 6
Apportioned to the Towns,	731 7 4	736 6 2	829 1 0
Apportioned to the Incorporated Villages, &c.	286 7 0
Special cases,	45 0 0†	35 0 0†	43 3 0†
Gross total apportioned,	£18,867 16 6	£19,006 13 10½	£19,027 1 6

* See second paragraph of the foregoing official circular to Clerks of Counties, accompanying this apportionment.

† Apportioned to District Model Schools and Poor Schools.

‡ To make up a deficiency of apportionment to the township of Uxbridge, in 1849 and 1850.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE SEVERAL COUNTIES IN UPPER CANADA, FOR THE YEAR 1851.

Table listing counties and their respective grant amounts. Includes: I. Stormont, Dundas and Glengary, II. Prescott and Russell, III. Carleton, IV. Leeds and Grenville, V. Lanark and Renfrew, VI. Frontenac, Lennox, and Addington, VII. Hastings, VIII. Prince Edward, IX. Northumberland and Durham, X. Peterborough, XI. York, XII. Simcoe, XIII. Wentworth and Halton, XIV. Lincoln and Welland, XV. Haldimand, XVI. Norfolk, XVII. Oxford, XVIII. Waterloo, XIX. Middlesex, XX. Huron, Perth, and Bruce, XXI. Kent, XXII. Essex and Lambton.

Total apportionment to the several Counties of Upper Canada, £16,987 10 0

I. UNITED COUNTIES OF STORMONT, DUNDAS AND GLENGARY. Townships: Cornwall, Finch, Osnabrock, Roxborough, Matilda, Mountain, Williamsburgh, Winchester, Charlottsburgh, Kenyon, Lancaster, Lochiel.

Elmsley, North, Lanark, Ramsay, Sherbrooke, North, Admaston, Bagot, Bromley, Horton, MacNab, Pakenham, Penbrooke, Ross, Westmeath and Stallord.

II. UNITED COUNTIES OF PRESCOTT AND RUSSELL. Townships: Alfred, Caledonia, Hawkesbury, East, Hawkesbury West, Longueil, Plantagenet, North, Plantagenet, South, Clarence, Cumberland, Russell.

VI. UNITED COUNTIES OF FRONTENAC, LENNOX AND ADDINGTON. Townships: Bedford, Kingston, Loughborough, Pittsburg, Portland and Hinchinbrooke, Storrington, Wolfe Island, Adolphustown, Fredericksburgh, Richmond, Amherst Island, Camden, East, Ernestown, Sheffield.

III. COUNTY OF CARLETON. Townships: Fitzroy, Gloucester, Goulbourn, Gower, North, Huntley, March, Marlborough, Nepean, Osgoode, Torbolton.

VII. COUNTY OF HASTINGS. Townships: Hungerford, Huntingdon, Madoc and Elzevir, Marmora, Rawdon, Sidney, Thurlow, Tyendingaga.

IV. UNITED COUNTIES OF LEEDS AND GRENVILLE. Townships: Bastard, Burgess, South, Crosby, North, Crosby, South, Elizabethtown, Elmsley, South, Escott, Kitley, Leeds and Lansdowne, Front, Leeds and Lansdowne, Rear, Yonge, Augustus, Edwardsburgh, Gower, South, Oxford, Wolford.

VIII. COUNTY OF PRINCE EDWARD. Townships: Ameliasburgh, Athol, Hallowell, Hillier, Marysburgh, Sophiasburgh.

V. UNITED COUNTIES OF LANARK AND RENFREW. Townships: Bathurst, Beckwith, Burgess, North, Dalhousie and Levant, Darling, Drummond and Town of Perth*.

IX. UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM. Townships: Alnwick, Cranmhe, Haldimand, Hamilton, Monaghan, South, Percy, Murray, Seymour, Cartwright, Cavan, Clarke, Darlington, Hope, Manvers.

X. COUNTY OF PETERBOROUGH.

Townships: Asphodel, Belmont, Douro, Dumner, Eldon, Emily, Ennismore, Fenelon, Mariposa, Monaghan, North, Ope, Otonabee, Smith, Verulam.

XI. COUNTY OF YORK.

Townships: Brock, Georgina, Gwillimbury, North, Gwillimbury, East, Mara, Reach, Scott, Thorah, Uxbridge, Whitechurch, Etobicoke, King, Vaughan, York, Markham, Pickering, Scarborough, Whitby, Albion, Caledon, Chinguacousy, Gore of Toronto, Toronto.

XII. COUNTY OF SIMCOE.

Townships: Adjala, Collingwood, Essa, Euphrasia, Flos, Gwillimbury West, Innesfil, Medoute and Tay, Mono, Mulmur, Nottawasaga, Orillia, North, Orillia, South, Oro, St. Vincent, Sunnisdale, Tecumseth, Tiny, Tossorontio, Vespra.

XIII. UNITED COUNTIES OF WENTWORTH AND HALTON.

Townships: Ancaster, Barton, Binbrook, Brantford, Glandford, Onondaga, Saltfleet, Beverley, Dumfries, Esequing, Flamorough, East, Flamorough, West, Nassagaweya, Nelson, Trafalgar.

XIV. UNITED COUNTIES OF LINCOLN AND WELLAND.

Townships: Caistor, Clinton, Gainsborough, Grantham, Grimsby, Louth, Niagara, Bertie, Seymour, Cartwright, Cavan, Clarke, Darlington, Hope, Manvers, Willoughby.

XV. COUNTY OF HALDIMAND.

Townships: Canborough, Cayuga, North, Cayuga, South, Dunn, Moulton and Sherbrooke, Oneida, Rainham, Seneca, Walpole.

XVI. COUNTY OF NORFOLK.

Townships: Charlotteville, Houghton, Middleton, Townsend, Walsingham, Windham, Woodhouse.

XVII. COUNTY OF OXFORD.

Townships: Blandford, Blenheim, Burford, Derchau, Nissour, Norwich, Oakland, Oxford, North, Oxford, East, Oxford, West, Zorra, East, Zorra, West.

XVIII. COUNTY OF WATERLOO.

Townships: Ainaranth, Arthur, Bentinck and Glenelg, Derby and Sydenham, Egrement, Eramosa, Erin, Garafraxa, Guelph, Holland, Nichol, Normanby, Peel and Maryborough, Puslinch, Sullivan, Waterloo, Wellesley, Wilmot, Woolwich.

XIX. COUNTY OF MIDDLESEX.

Townships: Adelaide, Aldborough, Bayham, Carradoc, Delaware, Dorchester, Dunwich, Ekfrid, Lobo, Malahide, Metcalfe, Moss, Southwold, Westminster, Williams, Yarmouth.

XX. UNITED COUNTIES OF HURON, PERTH AND BRUCE.

Townships: Ashfield, Biddulph, Colborne, Goderich, Hullett, McGillivray, McKillop, Stanley, Stephen, Tuckersmith, Usborne, Wawanosh, Blanchard, Downie, Easthope, North, Easthope, South, Elice, Fullarton, Logan, Kincardine.

*Return of school population not received in time to distinguish the amount apportioned to each.

XXI. COUNTY OF KENT.

Townships.	£	s.	d.
Camden and Zone,	31	19	0
Dover, East and West,	16	11	6
Howard,	60	15	0
Orford,	30	19	6
Romney,	6	16	6
Tilbury, East,	12	16	6
Tilbury, West,	13	7	0
Chatham, } Harwich, } Raleigh, }	123	0	0
	£296	5	0

XXII. UNITED COUNTIES OF ESSEX AND LAMBTON.

Townships.	£	s.	d.
Anderton,	7	8	6
Colchester,	44	2	0
Gosfield,	45	3	0
Maldstone,	25	2	6
Malden,	22	11	6
Mersen,	40	7	0
Rochester,	18	9	0
Sandwich,	107	5	0
Rosanquet,	32	12	6
Brooke,	9	0	0
Dawn,	12	4	6
Euphemia,	39	4	6
Moore,	26	17	0
Plympton,	25	19	0
Sarnia,	23	13	0
Sombra,	35	12	6
Warwick,	42	19	6

£580 11 0

* Returns of School population, in the Town of Chatham, not received in time to distinguish the amount apportioned to each township.

[OFFICIAL.]

Circular to the Clerks of the Municipal Councils of the several Cities, Towns, and Incorporated Villages in Upper Canada, notifying the apportionment of the Legislative School Grant for the year 1851.

Sir,—In accordance with the first and second clauses of the 35th section, in connexion with the 6th clause of the same section of the common school Act for Upper Canada, 13th and 14th Victoria, chapter 48, I have the honour to intimate to you for the information of the council of which you are clerk, and of your board of common school trustees, that the sum placed opposite the name of your municipality has been apportioned to it for the current year out of the legislative school grant.

2. By the 42nd section of the school Act, the amount of school money apportioned to each city, town, and incorporated village is payable to the chamberlain or treasurer of such municipality on the 1st day of July next, at the office of the Honourable the Receiver General, Toronto.

3. Should you not have already notified this department of the name of the treasurer of your municipality, you will please do so at your earliest convenience, in order that the warrant may issue to the proper party authorised by law to receive the apportionment. I would, at the same time, direct your attention to the 21st section, in connexion with the second proviso of the third clause of the 27th section, and the fifth clause of the same section of the school Act, and I will thank you to favour the Chief Superintendent from time to time with a copy of the proceedings of your council on school matters. I have the honour to be, Sir,

Your most obedient Servant,

J. GEORGE HODGINS,
Deputy Superintendent.

EDUCATION OFFICER,
Toronto, 1st of May, 1851.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE SEVERAL CITIES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA, FOR THE YEAR 1851.

CITIES.	Toronto,	£497	5	0	£881	0	6
	Hamilton,	187	13	0			
	Kingston,	196	8	6			
TOWNS.	Belleville,	54	6	0	£829	1	0
	Brantford,	67	14	6			
	Brockville,	58	1	0			
	Bytown,	96	12	0			
	Cobourg,	65	14	0			
	Cornwall,	33	0	0			
	Dundas,	51	7	6			
	Goderich,	15	0	0			
	London,	116	8	0			
	Niagara,	46	19	0			
	Peterborough,	35	9	6			
INCORPORATED VILLAGES.	Picton,	34	7	0	£286	7	0
	Port Hope,	41	2	0			
	Prescott,	37	13	0			
	St. Catharines,	75	7	6			
	Chippewa,	21	1	6			
	Galt,	40	2	6			
	Oshawa,	19	5	6			
TOWNSHIPS.	Paris,	31	17	6	£286	7	0
	Thorold,	24	10	6			
	Amherstburgh,	30	0	0			
	Chatham,	29	3	6			
	Guelph,	35	9	6			
	Perth, (See Township of Drummond)	0	0	0			
Simcoe,	22	14	6				
Woodstock,	32	2	0				

Total apportionment to Cities, Towns, and Incorporated Villages, £1,927 8 6

Educational Intelligence.

CANADA.

Items.—A correspondent of the London, U. C. Times thus remarks, in regard to the progress of education in Vienna, C. W. A grammar school has lately been established under the superintendence of Simon Newcomb, Esq., one of the best scholars and most successful teachers in the Province. The town council, at a late session, authorized the erection of a new house for the grammar school, at an expense of twenty-three hundred dollars. This, when completed, and Mr. Newcomb established at the head of the school, will furnish means of education unsurpassed, if indeed equalled, in any part of the Province. Mr. N. was formerly a very efficient local superintendent of common schools in Bayham.—Ed. J. of Ed. J.—Hamilton Hunter, Esq., late superintendent of common schools in the county of York, has been appointed by the Board of Trustees, Principal of the Union School London, U. C.—The Picton Sun, of the 13th inst. contains a very gratifying account of the recent examinations in the Picton Academy, conducted by Mr. and Mrs. Yeomans. The Rev. D. McMullen has retired from its management. . . . The corner stone of 'Trinity College, Church University,' was laid on the 30th ult., by Bishop Strachan. The ceremony was highly imposing. . . . In regard to the Rev. W. Ormiston's classical and mathematical school in Clarke, a correspondent of the P. H. Watchman remarks: "The second session of this interesting school closed on Wednesday, the 23rd ult., in presence of a large and respectable assemblage of spectators, by a public examination, which gave the highest satisfaction, both as to the amount of varied and useful knowledge imparted, and the intellectual and thorough method of imparting it. Mr. Ormiston's mode of instruction is entirely new, yet in perfect accordance with known laws of mind. Students are taught to determine the meaning of things, instead of names, words or phrases; the origin, foundation, and principles of science, as well as the facts deduced from them." . . . The sixth session of Knox's College closed on the 16th ult. The examinations were highly interesting and satisfactory. . . . The public examinations of the University of Queen's College, Kingston, took place on the 23rd and 24th ult. The Argus remarks: "The result was highly creditable to the Students, and reflected honour on the College and its Professors. The Prizes having been distributed to the most deserving students, the Rev. Principal, Machar, closed the session with an eloquent and impressive address." . . . The Board of School Trustees in the town of Dundas have memorialized the Town Council to provide a sufficient sum of money to erect new school buildings. The Council expressed its cordial concurrence in the wishes of the trustees. The Reeve in supporting the motion of concurrence, eulogized the able manner and efficient management of the school in the hands of the present Trustees, and referring to the public appreciation of the improvement already made, in the large attendance of 319 scholars. A committee was then appointed to confer with the Trustees, and report to the Council. . . . In accordance with the intimation in the Speech from the Throne at the opening of the Legislature, a bill to regulate Common Schools in Lower Canada has been introduced into the Legislative Council by the Hon. James Leslie. . . . Sir Allan McNab will introduce a bill into the Assembly to incorporate Trinity College, Toronto. . . . The Hon. P. B. DeBlaquiere, Chancellor of the University has signified his intention to give a gold medal for the encouragement of the study of the evidences of natural and revealed religion; the competition to be open to all under graduates. The University Commission have passed Statutes establishing several new chairs in the faculty of arts. Mr. D. Buchan, of Paris, U. C., has been appointed Chairman of the University Endowment Board at a salary of £400 per annum. The Hon. F. Hincks formerly held the appointment, but received no salary. The Senate of the University has authorized the sale of £20,000 worth of lands—the proceeds to be devoted to the erection of suitable buildings for the University. The plans heretofore adopted will not be adhered to. . . . In announcing the principles upon which the Montreal Pilot shall hereafter be conducted (since the recent retirement of the Rev. Dr. Cramp) the proprietor intimates that free schools will be prominently advocated in its columns. . . . The people of Chatham are about reorganizing the Common Schools of that town, and propose erecting school premises at an expense of £1,200.

Religious Instruction in the University of Toronto.—Arrangements, providing for the religious instruction of the students of the University of Toronto, similar to those in existence in the Normal School, have been made by the visitation commission of the University. The statute on the subject is as follows:

1st. Be it enacted that candidates for matriculation, who at the time of their applications may be students of any affiliated College, must be furnished with testimonials from their respective institutions, and upon admission shall be described as belonging thereto.

2nd. That it be enacted, that the students upon matriculation shall either be designated as of the particular denominations to which they belong; or without any such designations, in accordance with the direction of their respective parents or guardians.

3rd. And be it enacted, that candidates for any degree, who, at the time of such application, may be students of any such affiliated College, shall be required, before admission to such degree, to produce testimonials from their respective Colleges.

4th. And be it enacted, that it shall be competent for the constituted authorities of any Church or religious denomination from time to time to appoint a clergyman or minister to the office of superintendent of religious instruction, to be called the Professor of Divinity of such denomination, or by such other title as any such denomination may select; who, upon such appointment, shall have the spiritual charge and care of all students designated upon matriculation, as belonging to such denomination other than the students of such affiliated College as hereinbefore provided.

5th. And be it enacted, that each Professor of Divinity so appointed shall have power, with the concurrence of the authority making such appointment to prescribe regulations for the religious instruction of the students under his care, and for securing their regular attendance upon Divine worship; such regulations before coming into force to be laid before the Caput of the University, and certified by them as not interfering with the general discipline of the University, but in case the Caput shall find that the said regulations do interfere with such discipline, in such case they shall have power to send back the same to such Professor of Divinity for reconsideration and amendment in that respect.

6th. And be it enacted, that the President shall cause a list of the names of all the students under the spiritual charge of each Professor to be furnished to such Professor after each matriculation.

7th. And be it enacted, that each Professor of Divinity shall, at the termination of each collegiate session, report to the Caput on the general conduct of the students under his spiritual charge, and on the manner in which the regulations regarding such students have been observed.

Educated vs. Uneducated Criminals.—A recent correspondent of the *Toronto Globe*, in discussing the general question of Free Schools, adduces the following striking statistics relating to the comparative education of criminals. He observes:—The following interesting statistics, showing the moral power of instruction, are extracted from the journal of the Statistical Society, published in London, and though they are somewhat startling, their accuracy may be relied on,—for whenever the correctness of the returns admitted a doubt, they were referred back to the prisons, for the signature of the Chaplain. Taking all the counties of England and Wales, from 1836 to 1847, a period of 11 years, more than half those counties fail to furnish a single accusation against any person educated beyond reading and writing:—

The annual average of accusations in all the counties was,	25,412
Do. of persons educated beyond reading and writing,	106
Proportion of accusations to the male population,—	
Total, 1 in	370
Of males educated beyond reading and writing, 1 in	76.227
Proportion of accusations to the female population,—	
Total, 1 in	1,680
Of females educated beyond reading and writing, 1 in	2,834,133
In the year 1845,—	
Twenty-two counties, comprising a population of	11,183,718
Furnished, convicts educated beyond reading and writing	45
Thirty counties, comprising a population of	4,728,039
Furnished, convicts educated beyond reading and writing,	0

The returns for 1846 give the same results, and in 15 English counties no person educated beyond reading and writing was convicted in either 1845 or 1846. It would be difficult to believe, upon less reliable testimony, that in the County of Middlesex, including London, there should have been no more than 3 educated persons convicted of crime in 1845, and only 1 in 1846; and these offences were slight, for one of the three convicted in 1845 was discharged, and another was fined only one shilling for assault. During 1845 and 1846, the number of charges against boys under 15 years of age was 3,189, and not one of these appears to have been educated beyond reading and writing. Now if we take into consideration the expenses entailed on the community in the prosecution and safe keeping of these criminals, together with the amount of property stolen or destroyed, the sum would be enormous. One instance will show this: Mr. Serjeant Adams stated at the Middlesex Sessions of 1847, that during 1846 there were,

Convicted in his Court—boys,	520
Property stolen worth	£540
Cost of maintaining the prisoners,	1,300

Total approximate loss to the community, £1,840

besides the hundreds of cases not known. Increasing, as these Provinces are, in population and wealth—in anticipation of possible agitations, political and social, let us lay the foundations of order deep in the affections of a free, instructed and virtuous people—reason, justice, policy and Christian philanthropy alike urge us to promote, by every means, the moral and religious education of the masses.

NEW BRUNSWICK.

Items.—The House of Assembly has by a resolution recently suspended £1,100, or the half of the annual grant to King's College.—Mr. Amasa Smith, a native of Fredericton, has been recently appointed Assistant Professor of Logic and Rhetoric, at the National Law School in the State of New York.

BRITISH AND FOREIGN.

Items.—Large numbers of the working classes now attend the lectures in Trinity College University, Dublin, a circumstance altogether novel. The non-resident Assistants of Dulwich College have succeeded against the resident Master and Fellows of the College in the election of the new Warden. Fortune favoured their nominee, Mr. Richard William Allen, in the casting of lots. There is now a prospect that a considerable extension of the education advantages of the College may be effected. Lord Melgund is preparing a bill to be introduced into parliament for providing a system of national education for Scotland. Professors of stenography have been appointed in the Universities of Berlin, and of Christiana, in Norway.

UNITED STATES.

The President and Fellows of Harvard University have addressed a memorial to the Massachusetts legislature protesting against the new organization of the college. The memorial strongly questions the legal or constitutional right of the legislature to make the changes contemplated. As an evidence of the prosperity of the institution, the memorial states that, "Within the last forty years large and expensive buildings have been erected for the accommodation of the college, and four for the accommodation of the divinity, law, scientific, and medical schools. The college library has accumulated from fifteen to fifty-seven thousand volumes, not including the law library of fourteen thousand. The philosophical apparatus has greatly increased: the Rumford cabinet has been procured, and large additions have been made to the mineralogical cabinet. The whole number of professors is twenty-five, nineteen of whom reside in Cambridge, and give constant instruction. The institution is three times as large as it was half a century ago, containing nearly three times the number of students, more than three times the number of instructors, and giving an appropriate education in the most important professions, as well as conducting the preparatory studies of the more youthful class of pupils. Mention is also made of the astronomical observatory as a valuable adjunct to the university.

Education in New England—From the Earl of Carlisle's Lecture at Leeds.—The public institutions of Boston are admirably conducted. The public or common schools there, as, I believe, in New England generally, are supported by a general rate, to which all contribute, and all may profit by. I am not naturally now disposed to discuss the question how far this system would bear being transplanted and engrafted on our policy; it would be uncandid if I did not state that the universality of the instruction, and the excellence of what fell under my own observation, presented to my mind some mortifying points of contrast to what we have hitherto effected at home. . . . I have already mentioned with just praise the universal diffusion and excellent quality of popular education as established in New York, and, I may add, the prosperous State of Ohio.

Literary and Scientific Intelligence.

Items.—Mr. Martin Farquhar Tupper, the English "Anglo-Saxon" poet, and author of *Proverbial Philosophy*, has recently been in the principal cities of Canada, while on his American tour. He seems to have received very little attention. M. Guizot is on the point of publishing a series of biographical sketches of men who figured in the English revolution of 1640. The life of Ludlow appears in the first of the series. The Lord Mayor has announced a series of receptions at the Mansion House, of "the literati and scientific men of this country and the continent;" also of the foreign commissioners, and "those contributors who may receive marks of distinction." At the meeting of the Acade-

my of science, in Stockholm, on the 12th of February, several papers on natural history were read, and Mr. Erdman gave important information of a discovery in the neighbourhood of Nora, which may be of incalculable value. A large supply of beautiful white marble has been opened up there, the specimens shown were similar to the Carrara marble, and give the promise that not only sculptors may find suitable blocks without sending to Italy, but that Sweden may be enabled to furnish other lands with a supply. According to the Manchester papers, the sum of £8,703 has been subscribed for the formation of a free library for that borough. The American Association of Science met on Monday at Cincinnati, a large number of the most eminent savans in the country being present. It is thought that the session will last four weeks. Capt. Wilkes, of the United States Exploring Expedition to the Antarctic Seas, has just received an elegant gold medal from the British Government, as an acknowledgment that he was the true discoverer of a disputed continent, from which he saw the volcanic fires bursting from a land of ice and snow, and pouring their lava down the eternal barriers of the frozen mountains. (We never hear of a reciprocity in these honours by the Americans.)

A Magnificent Album.—The Artists and artisans of Munich have made a present to King Louis of Bavaria, as a lasting sign of their gratitude and acknowledgement of his merits in the cultivation of the fine and industrial arts. The present of the artists is an Album, twenty-six inches high, and seven and a half inches thick; it is bound in dark red velvet, and decorated with clasps, ornaments, and basso-relievos, in gilded bronze, in the Gothic style of the 15th century. In the middle of the cover is a large medallion, encircled with brilliants, and filled with a basso-relievo, representing the King, surrounded by his artists, and speaking to them; "I live in your works" the answer to the King, to the deputation of artists after his abdication. In the corners are four medallions, the basso-relievos of which represent the architects with their models, the sculptors and bronze-founders with the "Bavaria," the historical painters executing a fresco work, and the landscape and genre-painters painting from nature. About the middle medallion are placed the arms of the King, of four divisions of Bavaria, and of the artists with the dedication executed in enamel, and surrounded by rich leaves. The interior contains a collection of 177 drawings, water colours, and oil paintings, executed by artists in Munich Dresden, Berlin, Dusseldorf, Stuttgart, &c., so that the Album, indeed, appears as a present of all the German artists.—*Art Journal.*

Library Statistics, &c.—Russia.—The Imperial Library, founded at St. Petersburg by Catherine II., has been thrown open to the public by the Emperor Nicholas. It contains 563,420 volumes, and 15,471 manuscripts. The duplicate copies amount to about 20,000, part of which are to be given to the Geographical Society, and others to the Archæological Society of St. Petersburg.—In 1849, the number of volumes in the chief public and college libraries of the United States amounted to 1,294,000. The number of libraries was 182. Of these, 48 contained over 10,000 volumes; 9, over 20,000; and 2, over 50,000. The principal are thus enumerated:—Harvard College, including Divinity and Law Schools, 72,000; Philadelphia and Loganian Library, 62,000; Boston Athenæum, 50,000; Library of Congress, 50,000; New York Society Library, 32,000; Mercantile Library of New York, 32,000; Georgetown College, D. C., 25,000; Brown University, 24,000; New York State Library, 24,000; Yale College, 21,000. The N. Y. State Library contains more than 25,000 volumes, over 10,000 of which are law books, very many of them of great value.—The estimated worth of the collection is over \$100,000. The Rev. Mr. Gurley has petitioned the Congress of the United States "to grant to the government of Liberia a set of such books and public documents as have from time to time been published by its order, as the nucleus of a public library for that county for all time."

A Beautiful Flower.—A friend presented us a day or two since with a curiosity in the shape of a flower, which, we think, is one of the greatest wonders of the floral kingdom we have seen. It is about the size of a walnut, perfectly white, with fine leaves resembling very much indeed the wax plant. Upon the blooming of the flower, in the cup formed by the leaves, is the exact image of a dove lying on its back, with its wings extended. The peak of the bill and the eyes are plainly to be seen, and a small leaf before the flower arrives at maturity forms the outspread tail. This leaf can be raised or shut down with the fingers, without breaking or apparently injuring it, until the flower reaches its full bloom, when it drops off.—[Panama Star.

Important Discovery.—A cave that beats the Wisconsin cave. We are just informed that N. J. Coleman, Esq., who has recently visited the great Indiana cave, that another immense cavern has been discovered opening from the original cave, which in extent, curiosities, and mineral productions, far surpasses the old cave. Mr. Coleman discovered an aperture, just before reaching Jacob's ladder, into which a large man could

hardly enter, and desired the party which accompanied him to explore it. The guide and two or three of the party objected, as the aperture appeared to descend rapidly, and they feared they might meet with bad air. By a little persuasion, however, they were prevailed upon to make the exploration. With much difficulty they descended some forty feet, when to their great astonishment, they found themselves in an immense apartment. They immediately determined to fully explore the cave they had discovered. They found that this room opened into others, and these into still others, and that apparently there was no termination to the cave, they followed the main passage some four or five miles, according to their best calculation, when they were admonished by their lights that they must return. On their way back, they visited some of the rooms which they had passed in which they found large beds of Epsom salts, in nearly a pure state. We are also informed that the cave contains five specimens of salpêtre, plaster of paris, alabaster, &c., of which the party procured many fine specimens. We can now say to our sister state, Kentucky, that Indiana has a cavern which far surpasses the Great Mammoth, as the last discovery, in connection with the great Indiana cave, will make it one of the largest in the United States. It is about eleven miles from Corydon, in a southwest direction, and about seven north of Leavenworth.—[New Albany. Indiana. Ledger.

Ivory Carving.—A new art has been introduced into this country, which is likely to prove a very valuable resource for female employment, and that is in ivory carving. A very amiable lady, while staying at Boulogne, took lessons from one of the eminent carvers of Dieppe, a pupil of the celebrated David d'Angers, and she has introduced into this country the tools, models, and processes. Wood-engraving led the way, cameo cutting followed, and now ivory carving will become another branch of art followed by women. Our readers are well aware that ivory-carving affords a great resource to the town of Dieppe, and is likewise practised in other parts of France. Brooches, medallions, and other articles of ornament, crucifixes and small statuary, are extensively manufactured of ivory, and have likewise a considerable sale among English visitors. The art is one particularly suited for young women of education, and of an artistic disposition, and is worthy of cultivation.—[Architect.

Preparation of Flax—Important Experiments.—It is stated that the experiments now in progress at Manchester to test the advantage of the new method for bleaching flax, invented by M. Clussen, appear to afford incontestable proof that the material thus supplied will be of a nature to produce an important effect on our cotton manufactures. By this discovery the necessity for the steeping process is done away with, and the splitting and softening of the fibre is so effected as to fit it for the requirements of the machinery hitherto solely adapted to the spinning and weaving of cotton wool. The texture and softness of cotton is gained, together with the durability of linen, unaccompanied by the cold paper-like surface which has hitherto been peculiar to it; and as these advantages are alleged to be realized at a cost of production considerably below the present price of cotton wool, the question becomes not merely one of importance as regards the regeneration of Ireland, but also as affecting the comforts of the people at large, and the vital interests of the manufacturing population.—[Times.

Telegraphs.—The British Electric Telegraph Company, having some time since laid down a specific plan for effecting electric communication between Great Britain and Ireland across the channel, between Scotland and the north-eastern coast of Ireland, have not only determined on selecting that route as the best for effecting the proposed communication, but have arranged to commence operations forthwith, at Belfast, by laying a line from this town to Dublin, whilst they are making the necessary preparations to cross the channel. The directors contemplate placing all the wires underground, and the act of incorporation enables the company to open all streets, roads, &c., in the three kingdoms, so that they are not necessarily confined to railways, though these will be made use of, so far as practicable. They further propose to bring the telegraph within the reach of the humblest person, as in America, so as to have messages transmitted at not more than one-third the present charge, and, as far as possible, to assimilate the system to a postal arrangement.—We learn from Dr. Turnbull that there are now 22,000 miles of telegraph in operation in the United States; 12,000 on the Morse principle, and about 10,000 on the House and Bain principle. The telegraph now extends from Halifax to New Orleans, and as far west as Dubuque, Iowa.—The Emperor of Russia has ordered the erection of two colossal lines of electric telegraph from St. Petersburg to Berlin and Vienna.—During the present month an unbroken line of telegraph will be open to the public from Antwerp, through Germany and Austria, and under an arrangement between the different states, the charges will be assimilated.—On the first of March, the French telegraphs are to be opened to the public. By the tariff, 300 words from Paris to Calais, (235 miles), will cost \$9.

Editorial and Official Notices, &c.

THE OFFICIAL CIRCULARS TO CLERKS of Counties, Cities, Towns, and incorporated villages, accompanying the certified apportionment of the Legislative School Grant for 1851 will be found on pages 75-77.

FRENCH AND GERMAN TEACHERS.—The following section has been added by the Council of Public Instruction to the "Programme of the Examination and classification of Teachers of Common Schools in Upper Canada," numbered I, and published in the *Journal of Education* for October, 1850, page 150 :

8. In regard to the teachers of French or German, a knowledge of French or German grammar be substituted for a knowledge of English grammar ; and that the certificates to the teacher be expressly limited accordingly.

The foregoing is designed to apply to teachers of Common Schools in the French or German languages in the parts of the Province only where those languages prevail.

THE RECENT NORMAL SCHOOL EXAMINATION.—From the *British Colonist* of the 30th instant.—The sixth session of this admirable institution closed yesterday, after a long and thorough examination of the students, in the various branches of education which have occupied their attention during the last nine months. The examination extended over five days, four of which were devoted to the preparation of written answers to printed questions, which, we learn, will be deposited in the Education Office, for future reference, if necessary. The fifth day, Thursday, comprehended a public examination of the whole class in the principles of Arithmetic, Algebra, Geometry, &c., together with Grammar and organization of Schools, in the forenoon. In the afternoon, the class was examined before a highly respectable audience, in Natural Philosophy, Agricultural Chemistry, History and Geography. The answers of the students were given in far better style than at any former occasion, and exhibited, in an admirable manner, the attention and care of their instructors, Messrs. Robertson and Hind. In consequence of the unavoidable absence of His Excellency the Governor General, the prizes awarded by His Excellency for the greatest proficiency in Agricultural Science, were distributed by the Rev. J. Jennings, who addressed the audience at some length on the present condition and future prospects of the Normal School, as well as on the changes about to be introduced by the Council of Public Instruction, in relation to the length of the session and the attendance of students. After a few observations from Mr. Robertson, the students sang God Save the Queen. The exercises of the day closing with a benediction from the Rev. J. Jennings. The names of the successful competitors for His Excellency the Governor General's prizes are,—First Prize, Royal W. Hermon. Second Prize William Crewson.

THE NEXT SESSION OF THE NORMAL SCHOOL, will commence on Tuesday the 19th of August next, and continue for a period of from four to five months. The revised terms upon which candidates will be admitted to the Institution, will be published in this *Journal* as soon as they shall have been decided upon by the Council of Public Instruction for Upper Canada. The present session of nine months closed upon the 31st instant.

THE CHIEF SUPERINTENDENT OF SCHOOLS, having accomplished the objects of his mission to Europe, expected to leave England by the Cunard steamer *Asia*, on the 24th instant ; or, at the latest, by the Collins steamer, *Pacific*, on the 28th. The Corner Stone of the new Normal and Model Schools and Education Offices will be laid with appropriate ceremonies, as soon after his return as possible.

MUNICIPAL ORDERS FOR THE JOURNAL OF EDUCATION.—In addition to the cordial coöperation in the publication of the *Journal of Education* which we have already received, and referred to in our February number, we are happy to be enabled to state that the fol-

lowing additional municipalities have ordered copies of the *Journal* for its offices, or for each school within its boundaries, viz. County of Norfolk and County of Middlesex ; Townships of Waterloo, Puslinch, Loughborough, Amherst Island, Wolfe Island, Lanark and Darling ; City of Hamilton and Town of Perth. Intimation has been received that other Municipal Councils are about proceeding in the same liberal and enlightened spirit of coöperation. The plan of ordering a copy for each municipal officer in the various townships has been adopted by some of the county councils. The plan is an excellent one. It furnishes official and other information periodically in a convenient form, and without incurring heavy postage and other expenses. It is satisfactory to know, that the number of subscribers obtained thus far for the IVth Volume of the *Journal of Education*, for 1851, more than doubles the entire number obtained during the whole of 1850.

The Clerk of one of the Municipalities in transmitting the order of the Council, remarks :

"Having at the last meeting of the Municipal Council been authorized to perform the pleasing task of ordering, and remitting the price for several additional copies of the *Journal of Education*, and of the School Register,—enclosed you will find the amount for them in full.

"Our Council is desirous to encourage the *Journal of Education*; the members, however, think it prudent to begin by subscribing for a copy for each school located in the Township,—thus you may be certain of the same number being annually subscribed for ; and so soon as the people will know of its utility, a steady and regularly increasing support may be relied on.

"You will be glad to learn that our schools are rapidly improving under our excellent school law. Considerably more than one-half of the youth under tuition in this Township are receiving a free education. I am confident that by prudent management, the other schools of the township will be free in a year or two ; so that our justly esteemed Superintendent of Education will (much sooner than he anticipated) have his wishes gratified."

REMITTANCES—**POSTAGE STAMPS.**—Parties remitting small amounts to the Education Office for School Registers, books, &c. can do so more conveniently and at less expense, by enclosing all sums under a dollar in postage stamps.

OBJECT AND TABLET LESSONS can now be obtained at the Education Office. Coloured Object Lessons, 3s. 9d. per dozen ; Plain, 40 for a dollar ; Reading Tablet Lessons, 1s. 4d. ; Arithmetic ditto, 2s. 4d. The maps, &c., are expected shortly.

REQUEST.—At a Meeting of the Freeholders and Household-ers of School Section, No. 10, it was moved by James Findlay, seconded by Thomas Brown, and passed unanimously, that it is the earnest wish of this Meeting that all clergymen of the Protestant faith residing, or officiating as such, in the township of Scarborough, would give at least one Lecture upon Education in this School House during the year 1851. Also, that they would notify at the School, or to the Trustees of the Section, the day and hour of Lecture.

GEORGE AUBURN, *Chairman.*

Scarboro, May, 1851.

WANTED a School by a Teacher who has been trained in the Normal School. Satisfactory references can be given. Salary, about £60. Address (post paid) to W. M., No. 105, King Street West, Toronto. May 12, 1851.

WANTED, a Teacher for the Common School in Section No. 1, Township of Waterloo, County of Waterloo. One who has a Certificate from Normal School would be preferred. Apply to S. B. Bowman, Amos M. Cleming, Robert Ferrie, Trustees.

WANTED, a Teacher for Section No. 2, Seymour East. Salary £50 per annum, without Board. Apply, post paid, to Wm. Leak, Trustee.

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