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INSPECTION AND SUPERVISION OF SCHOOLS.

NORMAL SCHOOL,
Toronto, February 13th, 1850.

To the Editor of the Journal of Education.

SIR,—I beg to enclose for insertion in the *Journal of Education*, a few remarks on the supervision of schools, and the expediency of adopting measures to confer certificates or diplomas on deserving Common School teachers with the view of elevating their occupation to the rank of a profession.

My observations are purposely of the most general character, being intended chiefly to direct attention to subjects which appear to me to be of considerable importance. The details of a thorough system of inspection I can easily supply as a basis for suitable modifications, should plans of the nature I have alluded to, be hereafter introduced.

I have the honor to be, Sir,
Your very obedient Servant,

THOS. J. ROBERTSON,
Head Master, Provincial Normal School, U. C.

Various circumstances connected with the Common School system as regulated by the new Act, would appear to render this a peculiarly suitable period for endeavouring to direct public attention through the medium of the *Journal of Education* to a few points connected with popular education, which appear to me to be of paramount importance, and deserving of more careful attention than they have hitherto received. Impressed with the idea that the whole subject will, in all probability, shortly experience a careful revision, and well aware of the advantage of long experience in the consideration of such matters, I venture to hope, that my remarks may lead to a more thorough examination than hitherto of the points in question, and may possibly serve to bring them more vividly under the notice of those whose public position will render the consideration of the subject an imperative duty.

The first, and perhaps the most important point to which I am anxious to direct public attention, is the inspection and supervision of schools.

It is an acknowledged maxim, that every public arrangement guaranteed by the state, and supported by the public funds, should be carefully carried out; its administration placed in suitable hands; its internal working properly regulated; and its most minute details duly adjusted to the furtherance of the end to be attained. This principle is of so general application that it is found in operation as well in the minutiae of domestic economy, as in the vast machinery of a mighty government; and to carry it into careful execution is invariably the boast of all skilful managers, whether of a family, a great commercial establishment, or a vast and extended governmental department pervading every corner of an empire.

In addition to the appointment of suitable agents and the other means usually adopted to further this object, it is everywhere acknowledged that a strict and frequent examination of the working of all parts of the machine is absolutely necessary.

In domestic or more extended private establishments, the means of effecting this object are sufficiently obvious, and we find them stringently applied in all well regulated institutions; but in great

national concerns the methods to be adopted necessarily assume a far more complex aspect. Here, of course, the eye of the principal cannot effect the object, and in all instances subordinate agents are employed. Then follow all the usual considerations of expense, nature of the duty, mode of discharging it, selection and trustworthiness of the agents, &c., &c., all varying more or less with the machinery employed.

In a great system of national education—speaking in the most general terms, and without special reference to Canada or any other country,—one or two great principles may be alluded to as constituting a reasonable basis whereon to found the details of duty to be discharged, and the modes of operation. We may perhaps regard as the first consideration under this head the adoption of a system least likely to interfere with the power reasonably vested in all local authorities; and into this consideration several important points will necessarily enter. The most important of these I shall proceed briefly to indicate. The opinion has long been generally entertained, that he, who possesses the requisite literary acquirements, is necessarily capable of giving instruction therein. Though this opinion has been daily and hourly proved to be false, and has for some time past been rejected by the most enlightened communities, it is still by no means extinct; the inference from it is easy and simple, namely, that all persons possessed of a certain amount of intellectual cultivation are capable of forming a correct judgment of a teacher's qualifications. In another part of this letter I shall allude to this subject as exercising a most important, and, in many instances, a most unfair influence on the public teacher. I mention it now because it necessarily operates with regard to every Common School, influencing by the selection of the teacher, the nature of the system therein adopted, and the value of the instruction therein afforded, and thus affecting in a most important degree the due disbursement of public money allocated to the support of such school. It is clear that wherever less value is given for the sum expended, the purchaser is a loser; if inferior services are employed in a school, where superior might be obtained without increased expenditure, either from incapacity on the part of the judges or unwillingness to offer sufficient remuneration, then more or less of the public money is wasted; and a glance will show that this consideration bears directly upon the nature of the supervision required, the degree of authority with which it is to be executed, and the qualifications for its proper discharge. So long as inspection is of a nature to elicit merely statistical details, no information or preparation of a very peculiar character is required for the execution of the task. Such is, however, in my opinion, but a very small part of the duty of a School Inspector. In addition to the collection of a requisite statistic, the inspection of a school should include the sufficient examination of every class in all the branches wherein they receive instruction, and this examination should be conducted according to the system of teaching recommended for adoption and by no means with the view of forcing upon any one a particular mode of giving instruction, but for the purpose of imparting information to a deficient teacher, correcting the errors under which he may labour, and exemplifying some improved mode of school organization. Without some such plan no general system, however valuable, can be effectively introduced, and any school, no matter what amount of public money it may receive, may be left without the slightest opportunity of obtaining a reasonable knowledge of the improvements daily made in the art of teaching—an art now confessedly difficult

of attainment and occupying a far greater share than ever of the attention of civilized communities.

There are, of course, many very unskilful teachers here as well as elsewhere, and the more so, that the profession is too commonly adopted without the requisite previous preparation, and the schools of such persons are in consequence very defective. Such is the fact often with those possessed of sufficient literary attainment. Is not the correction of these defects among the first duties of an inspector, and if so, must he not give a careful examination of a practical character, must he not be familiar with the subject, and able to exemplify in his management of the several classes, some system or other sufficiently general in its application, practical in its nature, and embodying the most valuable improvements of the day? This much at all events seems clear, that the literary progress of the schools should be tested by the careful examination of a qualified inspector, and that to conduct such examinations on different principles in every different county or district, would be just as absurd, as for successive inspectors to give different and occasionally contradictory instructions to the same teacher.

This is acknowledged in most countries where any system of popular education prevails; and in a short tour, which I lately made through some of the New England States, I had an opportunity of ascertaining, that the necessity of adopting some such improvement in the supervision of schools is there openly acknowledged.

To enable the duty, as I have described it, to be properly discharged, would require considerable care in the selection of officers. In fact they should be more or less practical teachers; and I see no reason why the office should not be held out as a reward, a step in the profession, to intelligent and deserving teachers. This at least would tend to the establishment of a fact I would gladly see more universally acknowledged, than it is at present, namely, that the profession of teaching is deserving of some consideration, requiring careful previous preparation, not dependent exclusively on a certain amount of literary attainments, nor to be judged of by unqualified persons, and that it involves a certain degree of proficiency in the art of teaching and science of education,—two subjects in some places so generally neglected, that while the latter is almost universally unthought of, the Common School teacher has to attempt the acquisition of the former by years of the most painful experience in his school, frequently without a chance of ultimate success, and often under the most disadvantageous circumstances.

Without attempting to enter on a full account of the details consequent on the measures I have hinted at, it may not be deemed unsuitable to mention here one of the most prominent, namely, the expediency of forwarding to some duly constituted authority, a full report of each inspection, contained in answer to a series of printed queries having reference to the most important points affecting the well being of the schools,—such as the nature of the instruction afforded, the improvement of the classes since a previous inspection, qualifications of the teachers, the books made use of, &c., &c., so that thus there might always be satisfactory evidence, on the one side of reasonable improvement, and on the other of careful supervision. All this might be in addition to a suitable general report, at the end of each year or half year, similar to those, of which I have seen some admirable specimens from the Superintendents in office during the past year.

Of course, the authority and qualifications of such officers, and the mode of selecting them in accordance with the habits and feelings of all parties, and without interfering unduly with the rights and privileges of local authorities, must be a subject of grave consideration. As, however, we don't send lawyers to inspect schools of medicine, or clergymen to report on artillery practice, I conceive that the profession of teaching is deserving of similar courtesy, and that its inspectors also should be from its working members, or at least practically acquainted with its details; a measure of justice peculiarly due to Common School teachers,—a class who, here and elsewhere, have been too long treated with contumely and neglect.

The above remarks have reference to two prominent points regarding the inspection of schools, namely, the nature of the duties of inspectors and of their relation to the local and other authorities,—alluding generally to the former and merely introducing the latter as worthy of serious attention.

Touching the expense, the last point connected with the super-

vision of schools, to which I shall now allude, I can make no comments of a nature to enhance or diminish its interest, and indeed I only mention it to mark my sense of its extreme importance. No regularly organized, or in my opinion effective, system of inspection can be put in operation without considerable expense; let the services be purchased at a fair rate, efficiently performed and closely watched; and the last object will easily be effected if the organization be complete.

I need scarcely add that the above remarks are of the most general character, all minute details being omitted,—my object being to bring specially under notice the consideration of some system of supervision, embracing a careful examination of the schools, conducted with something like uniformity of action as regards method of teaching and school organization, that thus the improvements going on around us may be generally introduced, the deserving teacher brought prominently forward and the standard of popular education gradually elevated.

The only other circumstance to which I am anxious at present to direct attention, is one of far more importance to the school teacher than may at first be thought; so important indeed does it seem to me, that I must necessarily consider even an initiatory step towards it, as a great boon;—I mean the adoption of some measure to mark the school teacher's entrance into the profession, some sort of diploma or certificate, the possession of which will authorize him to exercise his profession wherever he can procure employment, even as the physician or lawyer does, without, on every change of residence, having to undergo a new examination. This will at once make him a member of a body, give him a certain standing, and relieve him from the painful and vexatious necessity of submitting to the verdict of persons often completely unqualified to pronounce on his merits as a teacher, however they may be able to judge of his literary attainments. In what other profession are the members subjected to an examination by those unacquainted with its secrets? I have heard many intelligent and superior Common School teachers complain bitterly of their position in this respect. Fancy such a person subjected to the scrutiny of individuals having the requisite authority, good intentions, and reasonable information, but utterly unacquainted with school organization, discipline, modes of teaching, possibly even with the meaning of the word Education;—at one examination perhaps told that he is ignorant of some subject, because he chanced to be unable to quote the words and page of an antiquated text book, at another found fault with because he proposes to introduce some improvement of which his examiners never heard. How galling must this be to any man of common feeling, and what chance is there for a reasonable amount of ability and information being given to Common School teaching, without some steps are taken to elevate it to the rank of a profession, and prevent the intrusion of unqualified persons.

It by no means follows that such a course is always pursued, but every teacher is liable to it. I am not now going to discuss or allude to the authority from which such a certificate should emanate; let that be settled as it may; at least place the Common School teacher in a position of more independence; give some sort of bond of unity to the body, so that each man can point to his diploma and say, "This stamps my profession, that authorizes me to teach here, if you give me employment." Nor will such a step preclude the possibility of any local authority examining a teacher if desired, because while the teacher has the option of refusing to submit to the examination, the other party may decline making the appointment without satisfying himself on that score. It should not be in the power of any party to annul such certificate, except for immorality, and though I could not recommend such a step, even this precaution might be omitted, because, as in other professions, neglect of duty, failure of powers, or the infinitely graver defect of a want of sound moral integrity, will prevent the individual being employed.

I shall intrude no further on your space than to observe, that the above general remarks have been made by no means with the intention of imposing my own opinions on the judgment of others, but rather with the view of directing attention to two points connected with Common Schools, which I deem of primary importance, and in one of which, at least, former circumstances have enabled me to acquire a very extended experience.

ORIGIN AND PROGRESS OF THE NORMAL SCHOOL IN THE STATE OF NEW-YORK.

From an Address by S. S. RANDALL, Esquire, Deputy Superintendent of Common Schools, to the Students of the Normal School, at the close of the Summer Session, ending the 27th September, 1849.

Ladies and Gentlemen of the Normal School,—The expiration of the term of five years for which this Institution was originally chartered, and the auspicious circumstances under which we have now assembled, in this new and beautiful structure, erected by the enlightened liberality of the State, for the education and preparation of Teachers, affords a proper opportunity for a brief review of the past history and a glance at the future prospects of the Institution. Having participated to some extent in the movement which originated this policy; and having been familiar with the early history of the school, the reminiscences thus called up, though not unmingled with painful ingredients are full of interest, and the labor imposed upon me, on the present occasion, is emphatically a "labor of love."

For several years prior to 1844, the attention of the friends of Common School education in this State had been strongly directed to the inadequacy of the existing agencies for the preparation of duly qualified teachers for our elementary institutions of learning. Liberal endowments had, from time to time, during a long series of years, been bestowed upon the Academies in different sections of the State with a view to the attainment of this object; but the practical inability of these institutions to supply the demand thus made upon them with all the resources at their command, soon became obvious and undeniable. The establishment of Normal Schools for this special and exclusive purpose in various portions of Europe, where popular education was most flourishing, and in the adjoining State of Massachusetts, long and honourably distinguished for her superior public and private schools—and the manifest tendency of these institutions to elevate and improve the qualifications and character of teachers, had begun to attract the regard of many of our most distinguished statesmen.

On a winter's afternoon, early in the year 1844, in a retired apartment of one of the public buildings in this city, might have been seen, in earnest and prolonged consultation, several eminent individuals whose names and services in the cause of education are now universally acknowledged. The elder of them was a man of striking and venerable appearance—of commanding intellect and benignant mien. By his side sat one in the prime and vigor of manhood, whose mental faculties had long been disciplined in the school of virtuous activity, and in every lineament of whose countenance appeared that resolute determination and moral power, which seldom fails to exert a wide influence upon the opinions and actions of men. The third in the group was a young man of slight frame and pale thoughtful visage; upon whose delicate and slender form premature debility had palpably set its seal: yet whose opinions seemed to be listened to by his associates, with the utmost deference and regard. The remaining figure was that of a well known scholar and divine, whose potent and beneficial influence had long been felt in every department of the cause of popular education and whose energy, activity and zeal had already accomplished many salutary and much needed reforms in our system of public instruction.

The subject of their consultation was the expediency and practicability of incorporating upon the Common School system of this State an efficient instrumentality for the education of teachers. The utility of such a measure, and its importance to the present and prospective interests of education, admitted, in the minds of these distinguished men, of no doubt. The sole question was whether the public mind was sufficiently prepared for its reception and adoption: whether an innovation so great and striking, and involving as it necessarily must, a heavy and continued expenditure of the public money, might not be strenuously and successfully resisted: and whether a premature and unsuccessful attempt then to carry into execution a measure of such vital importance, might not be attended with a disastrous influence upon the future prospects of the cause of education. These considerations after being duly weighed, were unanimously set aside by the intrepid spirits then in council; and it was determined that, backed by the strong and decided

recommendation of the head of the Common School Department, immediate measures should be forthwith adopted for the establishment of a STATE NORMAL SCHOOL. The men who thus gave the first decided impetus to the great enterprise, whose gratifying results are now before us, were SAMUEL YOUNG, CALVIN T. HULBURD, FRANCIS DWIGHT, and ALONZO POTTER.

Mr. Hulburd, the able and enlightened Chairman of the Committee on Colleges, Academies and Common Schools of the Assembly, visited the Normal Schools of Massachusetts, and after a thorough examination of their merits and practical operations, submitted an elaborate and eloquent report to the House, in favour of the immediate adoption of this principle in our system of public instruction. The bill introduced by him, and sustained in all its stages by his powerful influence and indefatigable exertions, and the co-operation of the most zealous friends of education throughout the State, became a law, and appropriated the sum of \$10,000 annually for five successive years, for the purpose of establishing and maintaining a State Normal School in this city. The general control of the Institution was committed to the Regents of the University, by whom an Executive Committee, consisting of five persons, one of whom was to be the Superintendent of Common Schools, was to be appointed, upon whom the direct management, discipline and course of instruction should devolve.

In pursuance of this provision, the Board of Regents, in June, 1844, appointed a Committee comprising the Hon. SAMUEL YOUNG, then Superintendent of Common Schools, the Rev. ALONZO POTTER, Rev. WM. H. CAMPBELL, Hon. GIBBON HAWLEY, and FRANCIS DWIGHT, Esq. This committee forthwith entered upon the execution of their responsible duties; procured on very liberal and favorable terms from the City of Albany the lease for five years of the spacious building in State-street recently occupied by the Institution; prescribed the necessary rules and regulations for the instruction, government and discipline of the school, the course of study to be pursued, the appointment and selection of the pupils, &c., and procured the services of the late lamented and distinguished Principal, then of Newport, Massachusetts, together with his colleague, the present Principal, as teachers. On the 18th day of December, 1844, the school was opened in the presence of a large concourse of citizens and strangers, by an eloquent address from Col. YOUNG, and by other appropriate and suitable exercises. Twenty-nine pupils, 13 males and 16 females, representing fourteen counties only, of both sexes were in attendance, who after listening to a brief but clear and explicit declaration from Mr. PAGE, of his objects, views and wishes in the management and direction of the high duties devolved upon him, entered at once upon the course of studies prescribed for the school. Before the close of the first term on the 11th of March, 1845, the number of pupils had increased to 98, comprising about an equal number of each sex, and representing forty of the fifty-nine counties of the State. During this term the musical department of the school was placed under the charge of Prof. LESLEY, of this city, and instruction in drawing was imparted by Prof. J. B. HOWARD, of Renaselaer.

On the commencement of the second term, on the 9th of April, 1845, 170 pupils were in attendance, comprising a nearly equal proportion of males and females, and representing every county in the State, with a single exception. Of these pupils about nine-tenths had been previously engaged in teaching during a longer or shorter period. The term closed on the 28th of August, with a public examination and other suitable exercises, and thirty-four of the students received the certificate of the Executive Committee and Board of Instruction, as in their judgment well qualified in all essential respects, to teach any of the Common Schools of the State.

On the 15th of October succeeding, the school re-opened with 180 pupils, which was increased during the progress of the term to 198 from every county, in the State but one. The death of Mr. DWIGHT, which took place on the 15th of December, and the transfer of the Rev. Dr. POTTER to the Episcopal Diocese of Pennsylvania, created vacancies in the Executive Committee, which were supplied by the appointment of the Hon. HARMANUS BEEBOKER, and the Hon. SAMUEL YOUNG, the latter gentleman having been succeeded in the office of Superintendent of Common Schools by the Hon. N. S. BENTON of Herkimer. The sudden death of Mr. Dwight who had taken a deep interest in the prosperity and success of the Institution, and had given to its minutest details the benefits

of his supervision and constant attention, cast a deep gloom upon the inmates; and the peculiar circumstances under which it took place were strikingly indicative of the vain and illusory nature of all human expectations. For several weeks previous to his death, Mr. Dwight had manifested much interest in devising appropriate means for the celebration of the opening of the school, on the 18th of December. Alas! how little could he imagine that the long line of Normal pupils with the children of the various public schools of the city, to whom also he had been a signal benefactor, and hundreds of his fellow-citizens should, on that day, follow his lifeless remains to their long home!

At the close of the third term, March 18, 1846, a public examination was held which continued during four successive days, and convinced all who felt an interest in the Institution, that the work of preparation for the teacher's life was, in all respects, thorough and complete. The diploma of the Institution was conferred on 47 graduates. During this and the preceding term a valuable addition had been made to the Board of Instruction, by promoting to the charge of several of the principal departments, those graduates of the Institution who now so ably and successfully preside over these departments. The Experimental School, organized at the commencement of the second term, was placed under the general supervision of its present teacher, and has proved an exceedingly valuable auxiliary in the practical preparation of the pupils of the principal school for the discharge of their duty as teachers. Two hundred and five pupils were in attendance at the commencement of the fourth term, on the first Monday of May, 1846, of whom 63 received a diploma at its close in September following. During the fifth term, commencing on the second of November, 178 pupils only appeared, 46 of whom graduated in March, 1847. At the commencement however of the sixth term in May subsequently, 221 pupils were in attendance, of whom 64 received the diploma of the Institution in September; and at the re-opening of the school in November, 205 pupils appeared. Up to this period the number of names entered on the Register of the school as pupils, including those in attendance at the commencement at the seventh term was 737. Of these 254 had received their diploma as graduates, of which number 222 were actually engaged in teaching in the Common Schools of the State; and the residue, with few exceptions, in the different Academies or in private schools. Of those who had left the school without graduating, nearly all were engaged during a longer or shorter period in teaching in the several Common Schools.

And now came that dark and gloomy period when the hitherto brilliant prospects of the Institution were overcast with deep clouds of melancholy and despondency—when that noble form and towering intellect which, from the commencement of the great experiment in progress, had assiduously presided over and watched its development, was suddenly struck down by the relentless hand of the great destroyer—when the bereaved and stricken flock, deprived of their revered and beloved guide, teacher, friend, mournfully assembled in their accustomed halls on that dreary and desolate January day at the commencement of the year 1848, to pay the last sad obsequies to the remains of their departed Principal. In the prime and vigour of his high faculties—in the meridian brightness of his lofty and noble career—in the maturity of his well earned fame as “first among the foremost” of the teachers of America, he passed away from among us, and sought his eternal reward in that better land where the ills and the obstructions of mortality are forever unknown; where the emancipated spirit freed from the clogs which here fetter its high action and retard its noblest development, expands its illimitable energies in the congenial atmosphere of infinite knowledge and infinite love. It is not for me, on the present occasion, to pronounce his eulogy, although I knew and loved him well. That has already been done by an abler hand, and it only remains to say that the impress which his masterly and well-trained mind left upon the Institution, the child of his most sanguine hopes and earnest efforts, and upon the interests of education generally throughout the State, of which he was the indefatigable promoter, has been of the most marked character, and will long consecrate his name and memory.

Since this period the progress of the Institution, under the auspices of its present enlightened Principal, and his devoted corps of assistants has been uniformly onward and upward. At the close of the seventh term 50 pupils were graduated, and the eighth term opened with 208, of whom 46 received their diploma at its close.

The ninth term opened on the first day of November last with 175 pupils, and at its close 43 were graduated, and the tenth term which has now just closed, opened with upwards of 200 pupils, of whom 36 are now about to graduate.

During the Session of the Legislature of 1848, a bill was introduced in the Senate, providing the requisite funds for the erection of a new and suitable building in the City of Albany, for the permanent use of the Normal School, and rendering the annual appropriation for its support permanent. Through the active and unremitting exertions of the present Principal this bill became a law, and under its provisions the new and spacious edifice in which we are now assembled has been erected. A few weeks only have elapsed since the school was transferred to its new location; and notwithstanding the prevalence of a most gloomy and unhealthy season, the attendance of nearly 200 pupils of both sexes, upon the regular exercises of the Institution, during the whole of the term now about to close, indicates the firm hold which it possesses upon the affections and regard of its inmates. Through the merciful permission of a superintending power, one only of the pupils of the school has fallen before the devastating pestilence which has swept over our land. And while we bow in humble submission to the stroke which thus solemnly reminded us of our habitual dependence upon Him in whom we “live and move, and have our being”—we may, without presumption, offer up our grateful thanksgiving for the preservation of so many lives, thus fearfully exposed to the ravages of the destroyer. For all substantial purposes, therefore, the Normal School may now be regarded as permanently engrafted upon the settled policy of the State, as a portion of its noble system of public instruction.

CANADIAN PRESS ON COMMON SCHOOL EDUCATION.

EDUCATION AND MANUAL LABOUR.—It is evident that all may enjoy a good moral and industrial training; if those most interested, will only unite and apply their means and energies in bringing about such a desirable result. It has been remarked that a large majority in every civilized country must spend their lives at manual labour. This remark appears to us to be founded on a great, but prevalent misconception in regard to the nature and effects of manual labour. It has been long supposed, that its tendency and effect must be to deaden and paralyze the powers and faculties of the mind. The rudeness and ignorance, which abounded amongst the working classes; and which should have been attributed to the neglect and oppression of their superiors, were, by a strange perversion, ascribed to their occupations. It has also been objected, that a labouring man has no time for improving his mind, and that it is absurd to suppose that reading and thinking beings can be found out of those whose lives are doomed to never ending toil. The answer to these objections is, first, that labour has no tendency to debase and deaden the intellect. To say so, is to impeach the wisdom and goodness of that Being, who has made labour our great duty. It is to lose sight of the fact, that at no labour however humble or limited, knowledge and mental culture, will not greatly assist the workman in cheerfully and profitably performing it. If the working classes were better educated than they are at present, we would find thousands of them more provident in their habits, and more dignified in their pursuits, for surely the great Creator of the Universe, never intended that men should be condemned to one dull and unceasing round of toil,—No! a higher and nobler sphere of action, is open to all the members of the great human family; whose moral and intellectual faculties are brightened and regulated by a proper course of training. Secondly, it has been objected, that a life of labour affords no time for reading and self improvement. It cannot hardly be conceived of any employment so incessant or laborious, that it would not afford several hours in the week, besides many odd ends of time to be devoted to Books and useful learning. “I begin”—says Lord Brougham,—“by assuming that there is no class of the community so entirely occupied with labour as not to have an hour or two every other day at least, to bestow upon the pleasure and improvement to be derived from reading; or so poor as not to have the means of contributing something towards purchasing this gratification, the enjoyment of which, besides the present amusement, is the surest way both to raise our character, and better our condition.”—*Port Hope Watchman, Feb. 14th.*

LIBRARIES AS WELL AS SCHOOLS.—It must be gratifying to the friends of education in this province to find that public attention has been very extensively directed to the establishment and prosperity of Common and Grammar Schools, and of public seminaries for learning.—A well arranged and extensive course of education is unquestionably calculated to expand the mind and to raise it above those low, grovelling ideas which the uneducated must necessarily entertain to a greater or less extent. We conceive, however, that apart from Schools, Academies and Colleges, the intelligent portion of the community has it in their power to advance the state of education. In their several families, a number of interesting and useful publications could be easily obtained. To the contents of these the minds of the youth of the present generation could be directed during the leisure hours which are to be found in every household, and which are especially available in the long evenings of our winter months. Besides such reading materials for the family, we have no hesitation in saying that every village and town in the province should have a circulating library for the benefit of their inhabitants and of those of their neighbouring district. By such means an extensive variety of useful books might be brought into a district, and the public mind supplied with fresh subjects for thought and reflection. The consequence of establishing and sustaining such libraries would be that men would have enlarged ideas of subjects with which they had been formerly unacquainted, additions would be made to their stock of knowledge, and friends and neighbours, in their social intercourse, would have varied subjects for agreeable conversation. The adoption of such means of education as we have mentioned, would tend to occupy leisure hours in useful pursuits, do away with the necessity of planning "how to pass away the time," and help to remove those temptations to immorality and crime which too many find difficult to resist.—*Barrie Magnet, Feb. 14.*

FREE SCHOOLS.—We propose to offer a few observations upon the subject of "Free Schools." We do not think that we can render a better service than by calling attention to this question, and thus, if possible, to obtain for it a favourable consideration. We really do believe, that to make education free, to render knowledge easy of access to all, to open the door of the school house to the poor child as well as the rich, is one of our first duties. We believe further, that to secure this great accomplishment, is to render a great public service; for we are persuaded that in no way can the public interests be better promoted, in no way can the blessings of peace, prosperity and order be better obtained, than thus to make our population intelligent, peaceful and industrious.

We are not going to enter into any lengthened arguments to prove the truth of this position, because we consider it to be unnecessary. We would not manifest so mean an opinion of people as to suppose them ignorant or careless of the benefits of education. We take it for granted that all classes are united in claiming it as indispensable and inseparable from their prosperity and success. Indeed we know this to be the case, and we feel proud to know it, and we rejoice that we are thereby enabled to look forward with satisfaction to the certainty of the happiness of the people, and of our country's greatness.

But the great difficulty with us at present is, not that education is not appreciated,—not that our population is indifferent to its acquirement—not the want of popular interest in its behalf—but the difference of opinion which exist as to the best means of its attainment. Many of its sincere and ardent supporters—many persons whose desires for general intelligence are generous and patriotic—whose efforts in the advancement of general education cannot be too much admired—are averse to the principle of rendering property the basis of its support. We have no doubt that they are perfectly conscientious in their objections, yet we would like to have them undeceived, and we are convinced that the time is not far distant when they will not only see, but admit their mistake.

The opinion as to the right of every one to education is admitted. The existence of the necessity of knowledge is admitted also, but the right to provide the means for its universal attainment is denied. Here then is the difficulty, and, starting from this point, we have faith that this difficulty will be removed. We have confidence in

the generosity and patriotism of our people, and we therefore feel satisfied that reason and reflection will eventually lead them in the path of duty and justice. We have faith that when they shall have become convinced that individual security and happiness is greatly, and we may add, mainly dependant upon public intelligence and virtue, and that individual prosperity is more or less augmented by the habits of prudent industry, maintained by the country, and that education is the only sure guarantee of these—that then they will be willing to contribute of their means largely for these great ends. And most sincerely do we pray that this question may receive that attentive consideration which it so largely deserves. Most sincerely do we hope that all those possessing the ability, will give it their countenance and support, that they will strive to make it understood and appreciated, and then, when the public mind shall have been convinced—as it surely will be—we shall see schools nobly encouraged, and in place of the comparatively few children in attendance upon them, we shall see all. Thus will we be spared the sorrow and humiliation of witnessing our population growing up in idleness and ignorance. We should like to see free schools established, if only for one year, by way of experiment, in this town, for we are persuaded that their beneficial effects would soon be felt and acknowledged.—*Peterboro' Weekly Despatch, Feb. 21st.*

FREE SCHOOLS IN UPPER CANADA.—It is a good sign that the Free School system is generally approved in Upper Canada. We hope to see it adopted throughout the Province.—*Montreal Pilot, Feb. 16th.*

EDUCATION OF THE PEOPLE,—THE DUTY OF THE STATE—A PLEA FOR FREE SCHOOLS.

Oh! for the coming of that glorious time
When, prizing knowledge as her noblest wealth
And best protection, this imperial realm,
While she exacts allegiance, shall admit
An obligation, on her part, to teach
Them who are born to serve her and obey;
Binding herself by statute to secure
For all the children whom her soil maintains
The rudiments of letters, and inform
The mind with moral and religious truth,
Both understood and practiced,—so that none,
However destitute, be left to droop
By timely culture unsustained; or run
Into a wild disorder; or be forced
To drudge through a weary life without the help
Of intellectual implements and tools;
A savage horde among the civilized,
A servile band among the lordly free!
This sacred right the hisping babe proclaims
To be inherent in him, by Heaven's will,
For the protection of his innocence;
And the rude boy—who, having overpast
The sinless age, by conscience is enrolled,
Yet mutinously knits his angry brow,
And lifts his wilful hand on mischief bent,
Or turns the godlike faculty of speech
To impious use—by process indirect
Declares his due, while he makes known his need.
This sacred right is fruitlessly announced,
This universal plea in vain addressed,
To eyes and ears of parents who themselves
Did, in the time of their necessity,
Urge it in vain; and, therefore like a prayer
That from the humblest floor ascends to heaven,
It mounts to reach the State's parental ear;
Who, if indeed she own a mother's heart,
And be not most unfeelingly devoid
Of gratitude to Providence, will grant
Th' unquestionable good—which, as we, safe
From interference and external force,
May grant at leisure, without risk incurred,
That what in wisdom for herself she doth,
Others shall ne'er be able to undo.

Wordsworth,—the present Poet Laureate of England.

Miscellaneous.

THOROUGHNESS IN TEACHING.

Extract from the Hon. Horace Mann's Speech, at the close of the Convention of the friends of Education, held in Philadelphia, October 17th, 18th and 19th, 1849.

We have before us the practical teachers,—men who devote themselves to the business of the school-room, who do not exercise a very diffusive influence in a broad sphere, but an intense influence in a narrow sphere,—points of strong light thrown upon a small space, rather than wider radiations of a flame that is weakened by its expansion. What are the duties of the school teachers? I have not time to enumerate or define them. I cannot even mention the names in the long catalogue; but I will call your attention to one which comes very near to embracing all. By this one, I mean *thoroughness*, in every thing you teach. *Thoroughness thoroughness*—and again I say, THOROUGHNESS is the secret of success. You heard some admirable remarks this morning from a gentleman from Massachusetts. (Mr. Sears,) in which he told us that a child, in learning a single lesson, might get not only an idea of the subject matter of that lesson, but an idea how lessons should be learned, — a general idea, not only how that subject should be studied, but how all subjects should be studied. A child in compassing the simplest subject, may get an idea of perfectness, which is the type or archetype of all excellence, and this idea may modify the action of his mind through his whole course of life.

Be thorough, therefore, be complete in every thing you do; leave no enemy in ambush behind you, as you march on, to rise up in the rear and assail you. Leave no broken link in the chain you are daily forging. Perfect your work so that, when it is subjected to the trials and the experience of life, it will not be found wanting.

It was within the past year that I saw an account in the public papers of a terrible gale in one of the harbors of the Chinese seas. It was one of those *typhoons* as they are called, which lay prostrate not only the productions of nature, but the structures of man. In this harbor were lying at anchor the vessels of all nations, and among them the United States sloop of war Plymouth. Every vessel broke its cable but one. The tornado tossed them about, and dashed them against each other, and broke them like egg shells. But amidst this terrific scene of destruction, our government vessel held fast to its moorings, and escaped unharmed. Who made the links of that cable, that the strength of the tempest could not rend? Yes! *Who made the links of that cable that the tempest could not rend?* Who was the workman, whose work saved property and human life from ruin, otherwise inevitable? Could that workman have beheld the spectacle, and heard the raging of the elements, and seen the other vessels as they were dashed to pieces, and scattered abroad, while the violence of the tempest wreaked itself upon his own work in vain, would he not have had the amplest and purest reward for the fidelity of his labor?

So, in the after periods of your existence, whether it be in this world or from another world, from which you may be permitted to look back, you may see the consequences of your instruction upon the children whom you have trained. In the crises of business life, where intellectual accuracy leads to immense good, and intellectual mistakes to immense loss, you may see your pupils distinguishing between error and truth, between false reasoning and sound reasoning, leading all who may rely upon them to correct results, establishing the highest reputation for themselves, and conferring incalculable good upon the community.

So, if you have been wise and successful in your moral training, you will have prepared them to stand unshaken and unswayed amidst temptations, firm where others are swept away, uncorrupted where others are depraved, unconsumed where others are blasted and perished. You may be able to say that, by the blessing of God, you have hoped to do this thing. And will not such a day be a day of more exalted and sublime joy than if you could have looked upon the storm in the eastern seas, and known that it was your handiwork that saved the vessel unharmed amid the wrecks that floated around it?

Would not such a sight be a reward great and grand enough to satisfy and fill up any heart, mortal or immortal?

From the New-York Commercial Advertiser.

VOCAL MUSIC IN GERMANY,—HOW TAUGHT.

BY WM. M. BRADBURY.

Vocal music is, in Germany, deemed of such importance to all classes that, for generations, it has been introduced by Government as a prominent Branch of popular education. The child enters school at the age of eight years, and remains in the same school until fourteen of fifteen.

There seem to be three paramount reasons for making music a branch of school education in Germany and Switzerland. 1st, its power as a direct means of mental and moral discipline. 2d, its attractiveness as an amusement or relaxation from laborious study. 3d, Its advantages in after life to the pupil, both as a social and a religious being. In all of these particulars it is considered of great importance; and in the best schools I have visited, viz: those of Leipzig and Dresden in Saxony, Zurich and Berne in Switzerland, the popular course has been to adapt each music lesson to one or the other or all of these branches. To be more explicit. The music teacher either gives at one season of the year his particular attention to instruction in the elements of music and music reading; at another to rehearsal or singing for relaxation or amusement; and at another to practicing the music of the church; or else, as is more generally the case, he combines the three departments in one, and each lesson has its share, viz, 1st, practice of the music of the church (choral singing); 2d, instruction in musical notation; 3d, singing of cheerful and lively juvenile songs, for recreation. This arrangement pleased me much. It affords great variety and does not become tiresome to the pupils.

The pupils begin to study note singing at the age of nine or ten years. Previous to that they sing chiefly or entirely by note. This is considered advantageous until the musical ear is sufficiently trained and cultivated. The scale is first presented to the pupil, not by sight but by sound. The teacher sings it slowly and distinctly till all seem to understand, or at least to get some idea of its construction, and of the comparative relation of sounds, one to another. After explaining something of the formation of the scale, its intervals, &c. the teacher writes it upon the black-board, or calls their attention to it in the book, observing particularly the situation of the semi-tones. He now tells them that these characters (the notes) represents the sounds they have just sung, and that each sound has a name taken from one of the letters from the alphabet. This method is very thorough, although somewhat lengthy. The pupils sing almost entirely from books, the black board being used merely for illustration. The more advanced classes of pupils are improved by the frequent introduction and regular practice of new and interesting music, rather than by dry and unconnected exercises. Much time is spent, in the best schools, in practising the vowels, merely articulating them for the purpose of obtaining a good delivery, both in singing and speaking.

But one of the pleasantest features of all this is that the pupils are not wearied by too hard study, or if they become a little fatigued at any time, they know that some delightful recreation is to follow. Variety and entertainment are mingled with instruction, and the pleasure of half an hour's social singing is a sufficient reward for persevering in any of the more laborious and less interesting exercises. I was much amused and delighted, on one occasion, to see the young countenances beam with a smile of approbation, amounting to "I thank you, sir," when the teacher, after a lesson of close elementary study, said, "Now we'll sing something lively," for it is natural to children to love that music best which is most like their own natures—light, joyous and free. Now they sing briskly, merrily, heartily, because naturally. The little mill-stream, that has so long been dammed up that it may accumulate strength to drive the heavy wheel, when once more set at liberty goes leaping, and dancing, and singing along its sparkling way, rejoicing in its freedom. So do these little singers pass from the heavy and useful, but not dull choral practice and elementary confinement, to the merry "song of the cuckoo" and "the lark," to the singer's song," and the "song of father's birth day;" to the songs of the season—of the sun, and stars, of the "beautiful world and the blessed giver God," with the ever dear and welcome songs of "Vaterland." These are the daily occurrences of the "school room," and if you

would know how such privileged children prize their school, you have but to step in and hear them merrily singing—

"No scene of earthly pleasure,
Happy School,
No hoard of sordid treasure.
Happy School,
Delight us now so well.
Yea, tis singing we do prize,
Cheerful hearts in accents rise.
Bid play farewell."

With us in America it is different. As a nation we have neglected entirely this subject in our early education, and the natural result is that the large proportion of our adult population cannot sing, and thousands mourn over their loss when it is too late, or the pressure of care and business prevent them from attending to the subject. Could our school committees, trustees and parents, be prevailed upon to take this matter in hand, and be in earnest about it—if they would have it properly and on a permanent basis introduced into the schools as a branch of study, not of recreation merely—an incalculable amount of good would follow. The next generation, at all events, would feel its revivifying influences, in their social and home circles and in the public worship of the sanctuary, and would "rise up and call us blessed."

In a future article I will give the outline of a newly devised plan for imparting instruction in the elements of vocal music, and learning to sing by note, particularly adapted to classes of adults in which but little time can be devoted to study. I shall be happy also to be able to speak of the effects of the universal system of musical education, seen in Germany upon social life and upon the services of the church, making some farther suggestions relative to its introduction into the schools of their own land.

COMMON SCHOOLS THE COLLEGES OF THE PEOPLE.—The following remarks, by a correspondent of the *New-York State School Journal* deserve the profound attention of every Christian philanthropist in Canada :—

"What nobler work can a people or a State engage in than that of fostering and cherishing a wise and judicious system of Common Schools? They are the *People's Colleges*. In them the great mass of mind must be educated. Let us then erect one of these noble institutions on every hill and on every valley of our lovely land. By making our schools free, let us place the means of knowledge at the door of all—the poor as well as the rich. Let us educate mind wherever we can find it, whether it be in the poor man's cottage or in the rich man's palace. In the school room, let us instil into the juvenile minds of our children a love of religious liberty, a spirit of free inquiry, and a thirsting after truth. If we do this, then our thousands of Churches, with their glittering spires pointing reverently to Heaven, will not have been erected in vain. If we do this, we shall raise up an army, not a "mighty army with banners," but an *intellectual host*, that will guard, cherish and protect our liberties."

EXTRACT OF A LECTURE ON EARLY MORAL AND RELIGIOUS EDUCATION, delivered to the Mechanics' Institute and Library Association, by the REV. JOHN COOK, D. D., Minister of St. Andrew's Church, Quebec.

Suffer me to guard you against attaching too limited a meaning to the word 'education.' To many minds that word conveys only the idea of imparting and receiving knowledge. And so, whenever it is mentioned, it conjures up a vision of books, and teachers and schools, and colleges, the necessary means, as is supposed of all good or valuable education. Now beyond all doubt, the imparting of knowledge is one part, and a most important part of education; and he does good service, who either points out, what knowledge is the most valuable to be obtained, or the means by which such knowledge may be most conveniently and successfully communicated. But the word 'education' has a far more extensive signification than the mere communication of the knowledge to the mind. That is but one branch of education,—teaching. There is another equally, nay more important,—training. Between these it is very necessary we should distinguish. To teach is to communicate knowledge, to train is to establish habits. *To teach a child duty is to show him what is right. To train up a child in duty is to make him do what is right.* It would be preposterous to undervalue either

of these, when both are necessary. A child must be taught. He must be made to know what is required of him. But the teaching will avail little, if it is not followed by training; if after the child knows what is required of him, he is not made to do it, and so regularly and constantly, that it shall become easy, natural, nay even necessary for him to do it. However, clearly, by teaching, a soldier be made to comprehend what is the exercise required of him, it will avail little, unless by training, he be also accustomed to go through that exercise. And so, with moral teachers. However clearly, by teaching you make a child know his duty, it will avail little, unless by training, you induce him to do his duty. By teaching you may commend yourself to his understanding and his conscience, and this it is well to do; but the impressions you make on these will speedily pass away, unless by training you establish in him the habit of acting according to the impressions which he has received.

STUDENT-TEACHERS OF THE NEW-YORK STATE NORMAL SCHOOL.—A correspondent of the *New-York District School Journal* says:—"Graduates from this institution are now in nearly all the Northern States. I have met them in at least six different States of the Union." Another correspondent says,—"Scattered from Milwaukee to the Everglades, and from Connecticut to the rocky bluffs which confine the mighty Mississippi, the classes of '47 have carried with them those high principles with which they left the Normal Hall. I have heard of them in the sunny South; I have been with them where the Delaware and the Susquehanna spring first to the light of day. Then speeding as by magic to the far West, I have found upon the banks of Rock River, a little company of young immortals watched and taught by one who entered with me our ALMA MATER, and with me left her nourishing care."

CAUSES OF A COUNTRY'S WEAKNESS AND OLD AGE.—I will not believe that the life of nations is like the life of trees; that by an inevitable law, they too have their periods of growth, maturity and decline; but I hold that it is sin alone that makes a people weak, and wickedness that makes them old, and that in the fear of God, and in the keeping of his commandments there is perpetual youth. Upon us, and those who are to come after us; upon the youth especially, who ever the patriot's hope and the good man's trust, and upon those to whom the training of the young is entrusted, whether as parents or teachers, does this great responsibility rest.—*Hilliard's Lecture before the American Institute.*

THE TRUE END OF POLITICS.—ROLLIN, in his history of Egypt remarks that, "the true end of politics is, to make life easy, and a people happy." What a blessing it would be to mankind, was this great end of politics always kept in view by all who take part in them in Canada!

RESPECT FOR AGE.—"The young were obliged to rise up for the old; and on every occasion, to resign to them the most honourable seat. The Spartans borrowed this law from the Egyptians." (Rollin's History of Egypt.) Every young person in Canada ought to remember this law of nature, as well as of antiquity.

GRATITUDE.—Benefits are the bond of concord, both public and private. He who acknowledges favours, loves to confer them; and in banishing ingratitude, the pleasure of doing good remains so pure and engaging, that it is impossible for a man to be insensible of it.—*Rollin.*

TRUE LIFE.—The mere lapse of years is not life. To eat and drink and sleep: to be exposed to darkness and the light; to pace around the mill of habit and turn round the wheel of health; to make reason our book-keeper and turn thought into implements of trade; this is not life. In all this, but a poor fraction of the consciousness of humanity is awakened and the sanctities still slumber which made it most worth while to be. Knowledge, truth, love, beauty, goodness, faith, alone give vitality to the mechanism of existence; the laugh of mirth which alone vibrates through the heart; the tears which freshen the dry wastes within; the music which brings childhood back; the prayer that calls the future near; the doubt, which makes us meditate; the death which startles us with mystery; the hardships that force us to struggle—the anxiety that ends in trust; these are the only true nourishment of our natural being.

JOURNAL OF EDUCATION.

TORONTO, FEBRUARY, 1850.

To the CANADIAN INTELLIGENCE, which occupies three pages of this number, and which will be continued in succeeding numbers, we refer our readers; and we cannot but express our regret, and that on the broadest public grounds, that there could be found persons in Upper Canada anxious and ready, from personal or party considerations, to arrest and subvert a system which has yielded so early and valuable fruits,—gratifying to every heart of virtue and patriotism, and which are but the earnest of an abundant and general harvest.

That there should be both personal and public opposition in a great work of this kind, is what the experience of every educationist and every country warrants us to expect. During the first few years of his labours, that eloquent and patriotic advocate of education, the Hon. HORACE MANN, was opposed by a powerful party and attacked with as much virulence as has been witnessed in Upper Canada. In his last Annual Report, Mr. MANN says, that he had experienced “years of endurance, suffering under misconstructions of conduct, and the imputation of motives, whose edge is sharper than a knife.” And in referring to the authorities by which he had been appointed to office, and sustained in it, Mr. MANN makes the following significant remark:—

“I feel that had it not been for their confidence in me, during some of the years of doubt and struggle through which I have passed, the educational enterprise would have proved a failure in my hands; and thus my name, in one of the noblest of human undertakings, would have been connected with the dishonour of defeat, and with the ridicule that pursues a visionary schemer.”

Thus had the intrigues against the Superintendent of Schools in Upper Canada been earlier matured, before statistical returns could have been obtained illustrative of the character and first results of his school system and labours, his name (to use the words of Mr. MANN) “in one of the noblest of human undertakings, would have been connected with the dishonour of defeat, and with the ridicule that pursues a visionary schemer.” But it has happened, unfortunately for the success of those intrigues, but fortunately for the educational interests of the youth of Upper Canada, that the statistical school returns of two “years of doubt and struggle” have given in their testimony at the very time anticipated for inflicting upon the Superintendent “the dishonour of defeat and the ridicule that pursues a visionary schemer.” And although he has experienced, perhaps more deeply than Mr. MANN, “years of endurance, suffering under misconstructions of conduct, and the imputation of motives, whose edge is sharper than a knife,” he has reason to be thankful both to the Author of his being, and to the country of his birth and labours, that the duration of their “doubt and struggle” has been shortened, and not protracted as in Massachusetts; and while he is comparatively indifferent as to the result in reference to himself, he rejoices in the belief that the cause is safe, and that Upper Canada is destined, at no distant period, to be one of the best educated countries, (if not the best educated country) in America, or on the face of the globe.

We hope that the following language which was employed by the *Boston Transcript* on Mr. MANN's retiring from office, may be applicable to Upper Canada twelve years hence. The experience of the last three years more than proves that what has been done for the advancement of education in other countries can be done in Canada:—

“Mr. MANN had already accomplished many works that were sufficient guarantees for his ability, and for his readiness to sacrifice himself for the sake of others; and his earliest Reports show

that he did not undertake the work before he had calculated the labor and the cost. He saw the limited territory and population of Massachusetts, and her daily diminution in rank and importance on this account, and he felt in its full force the truth that nothing could save her from degradation but the superior intelligence and virtue of her citizens. The Common School system, which originated with the founders of Massachusetts, and was a remarkable effort for their times, had fallen into disrepute, and become the mere shadow of a mighty name. So far from advancing beyond its original limits, as man advanced, and science spread, and means increased, it had come to a stand everywhere; the spirit had departed, and even the lifeless form was shrinking up through apathy and neglect. The State was improvident, the towns were indifferent, the parents were neglectful, and the teachers incompetent; and the work of awaking the State to its duty and its danger, of arousing the towns to activity, the parents to a sense of their responsibility, and the teachers to a sense of their incompetency; this, and nothing short of this, was to be done, in order to meet the exigency, and avert the danger.

“This task, hopeless, and thankless, and profitless as it seemed to common minds, was the task set before Mr. MANN, and those only who know the condition of the State twelve years ago, and who are aware of its present animation and substantial improvement, can form an adequate idea of the zeal, and energy, enduring self-sacrifice, which have wrought out the reformation. To enumerate all the particulars of this remarkable work, would be to copy the twelve Annual Reports of Mr. MANN, each a volume; the Annual Abstracts of the School Returns, each of them work enough for the years of whose labors it was but a small item; the ten volumes of the Common School Journal; and the volume of Official Lectures, unmatched for their wisdom, their beauty and their power; and even then we should have but a meagre record of what the pen has done, while all that the tongue has accomplished, to conciliate the hostile, to reconcile the conflicting, to instruct the inquiring, to encourage the despairing, and, as it were, to raise the dead, would remain untold.

“This great work, however, has been done, and well done. There is sensation in every nerve, power in every muscle, and activity in every limb of the Commonwealth. The citizens of the districts, by their own voluntary act, have assessed themselves more than two millions of dollars for the erection and improvement of schoolhouses; they have doubled the amount paid to their teachers, and the quality of the teachers has risen in proportion at least to their increased remuneration; the discipline of the schools has been essentially ameliorated; the branches taught have not only been increased in number, but have been more intelligibly and thoroughly taught; the text books have become better adapted to practical instruction, but, what is perhaps of more importance, they have become uniform in each school, and generally, in each entire town; the classification of pupils, and the consequent gradation of schools into primary, grammar and high schools, will form an era in the history of education; the Normal Schools, established and successfully conducted so far, have leavened the mass of our teachers, and taught them their duty and their claims; the School Committees have become more vigilant, more earnest, more intelligent; the people have become more liberal, and disposed to claim as a right and a privilege, what before was a scandal and a burden; and, finally, the government of the State has begun to feel that its strength lies in general education, and that this saving education depends upon free Common Schools, and can be produced by nothing else.

“His career was too brilliant not to excite envy, and too disinterested not sometimes to have been unintelligible to narrower minds. The just and elevated principles in which the work was commenced, were never for a moment abandoned. The cavils of the would-be-wise, the threats of the offended, and the anathemas of the bigoted, never turned Mr. MANN from his exalted purpose. He moved right onward, conscious of his integrity and singleness of heart, and patiently believing that those who misunderstood or perverted his motives, would at last be compelled to acknowledge their perversity, and to rejoice in the result. If at any time he seems unnecessarily to have stepped aside to smite down an assailant who aimed to check his progress, let us believe that it was not so much from a desire to strive, as from an over-estimate of the danger to be apprehended for the great cause which occupied his heart.”

SCHOOL LEGISLATION IN THE LOWER PROVINCES OF NEW BRUNSWICK AND NOVA SCOTIA.

We observe that the important subject of School Legislation is engaging the attention of the Legislatures of both New Brunswick and Nova Scotia. In the speech at the opening of the Legislature of New Brunswick, on the 7th instant, the **LIEUT. GOVERNOR** says:—

"The Act regulating the Common Schools requires renewal and revision. The zeal which you have hitherto shown in the cause of education, makes me confident that you will devise means for extending its benefits and improving its character."

In Nova Scotia, a government measure has been brought into the Legislature and largely discussed. There seems to be agreement of all parties as to the general principles and provisions of the Bill. All parties seem also agreed that school officers should be appointed without reference to party. The only points of difference appear to be, as to whether the existing School Commissioners or Trustees should be continued in office, or new ones appointed, and whether a person duly qualified for the office of Provincial Superintendent could be found in Nova Scotia, or whether one should be obtained from abroad. In Nova Scotia the local managers of schools are appointed by the government, like the Trustees of our Grammar Schools, and not elected by the people, like our Trustees of Common Schools. The present (Reform) Administration in Nova Scotia are satisfied to continue in office the local School Commissioners appointed by the advice of the late (Conservative) Administration. The Provincial Secretary (the Hon. **JOSEPH HOWE**) advocated the appointment of a native or resident of the Province as Superintendent of Schools—a point in which we entirely agree with him. Let a man of strong sense, of a Catholic spirit, of sound attainments, of ardent patriotism be selected, and let him have time and means to employ several months in travelling and visiting the best schools, conversing with experienced educationists, and inquiring into the school systems and school management, in England and the United States, (and we should be happy to see and entertain such a traveller in Canada); and then let him commence the task of securing the best possible education to every child of his native or adopted country. Such a preparation will enlarge his views, will familiarize his mind with various and the most feasible methods of fulfilling his task, will inspire him with confidence, will impress his heart, excite his patriotism, and furnish him with appropriate materials for conferring the highest benefits upon the land of his devotion and love. We venture these hints as the result of some experience. We are persuaded that haste in the commencement of such a work on the part of any new labourer will be attended with loss rather than gain, both to his own satisfaction and the efficiency and success of his labours. But the difference between the selection of a foreigner and a resident to such an office is, in nine cases out of ten, the difference in the spirit of the ancient Carthaginian and the Roman soldiers,—the one fought from love of money, the other from love of country—the ambition of the one was selfish and mercenary, the ambition of the other was generous and patriotic; a vital and undying impulse of action that no adventitious accomplishments can compensate.

MR. SECRETARY HOWE observed, in introducing the Government Bill to amend the School law, that the members of the Administration, not being able to agree upon any measure respecting the Colleges, he left the College question untouched, and brought in a measure to which he invited the careful and critical review of all parties, and which he hoped would be approached free from party strife or party spirit.

This new Bill amends the previous School Law chiefly by simplifying its phraseology and arrangement, by requiring the classics to be taught in every Grammar School, by requiring agricultural chemistry to be taught in the Common Schools, by providing for the commencement of School Libraries, and by the appointment and duties of a Provincial Superintendent and School Visitors. In reference to the former, **MR. SECRETARY HOWE** remarked:—

"One of the main features—in fact the principal feature of the Bill was that it gave to the Executive power to appoint a Superintendent of Education. His duties were fully set forth in the Bill. He would be responsible for sending to this Legislature an exact picture of the education of this country from year to year. In the United States it was found that the experience of those who were practically engaged in education was of great value; and this Bill provided for a general meeting of Schoolmasters in each County once a year—to be presided over by the Superintendent, and where each master would have freedom of speech on all matters connected with education."

In respect to the appointment of School Visitors, **MR. SECRETARY HOWE** observed:

"There is one clause which we have adopted from Western Canada. It asks the Clergy of all denominations, and Magistrates, [There are no Municipal Councillors in Nova Scotia,] to visit, time after time, the schools within the District in which they reside. This recognizes them as the natural guardians of education, who will give the Government the benefit of their experience and knowledge."

In reply to a proposal from one member, that there should be two Superintendents of Education, **MR. SECRETARY HOWE** said

"That he agreed that this officer would have his hands full; but what was chiefly wanted was to have a uniform system, and an officer whom the government could call upon at any time for information; and the framers of the Bill had taken the Canadian Bill for their guide."

It is a peculiar gratification to find that which has been done and is doing in Upper Canada, has engaged attention, and been impartially appreciated in Nova Scotia, notwithstanding the misapprehensions which have existed in some instances, and the bitter attacks which have been made in others, by some persons and presses in Canada.

The **SPEAKER OF THE NOVA SCOTIA HOUSE OF ASSEMBLY** (who was in Canada and attended a public dinner some years since) made the following remarks, while the house was in committee on the Government Education Bill:—

"The **SPEAKER** had listened to this discussion with a good deal of concern; because there was nothing he would deprecate more than a party discussion of this question. He had been pleased to hear the public pledge given by the Government that it was not the intention to change the Trustees over the length and breadth of the land. Therefore, after that public declaration, it was not a matter of much consequence whether the proviso was introduced or not. This Bill was undoubtedly a great improvement on the old one—merely extending to two years, which would leave the new House to decide how it had worked. I am by no means satisfied with the foundation laid for the Education of the people in this act. I have turned my attention to the system now at work in the two Canadas,—and I think we can claim for Upper Canada a system of Education of which no country in Europe need be ashamed. The Bill of 1846 has infused a new spirit into that country—it has given to the people a mode of education nearly equal to the system pursued in New England. This bill would not introduce such a system, nor were the people of Nova Scotia prepared for it; but many years would not elapse before they would have the same system as was now successful in Canada. The question that had been raised here, therefore, was of little importance when we came to consider the term of the bill. The system in Canada under the Bill of 1846, and the zeal, activity and ability of the Rev. Egerton Ryerson, had done wonders; and his remarks in his public reports had been published in the Journals of Education in the United States. The Province of Upper Canada was divided into districts and the Trustees were elective. The elective principle is in full operation—for as it is next to impossible for any government to carry out these principles with justice to themselves;—we find that they have introduced the system, allowing the Counties to elect their own Boards of Commissioners. I shall not at this stage of the proceedings enter largely into the question of Education—but as I do believe that the government has brought down this measure for the benefit of the Country, I hope the united action of all will be secured upon it."

Educational Intelligence.

BRITISH AND FOREIGN.

Supplementary Charter, University of London.—By this charter, recently granted to the University of London, it is authorized to receive certificates in arts and laws from all the Universities of the United Kingdom, as well as from the respective Colleges of Oxford and Cambridge, in addition to those institutions which were previously empowered by the crown to issue such certificates.

Medical Professional Education, London.—With a view to raise the standard of professional education, the Council of the Royal College of Surgeons have decided that in future candidates for the fellowship of the institution shall undergo an additional examination in mathematics and the Greek, Latin, and French languages. The governing body of King's College resolved, on Friday, to sanction a grant of £5,000 for the erection and endowment of a new hospital in connexion with the medical school. The Bishop of London announced an anonymous offer of £5,000 towards the immediate commencement of the new building.

Legal Education, England.—We understand that the ancient usage of reading is about to be resumed at the Middle Temple. Readings will be delivered by Mr. Bowyer, D.C.L., in the hall of the Middle Temple; and all the students and other members of the inns of court will be admitted, without the payment of any fee, to these and the subsequent readings. A favourable result may be hoped from the opening of these meetings to the profession.

The New Congregational College, England.—The following gentlemen have been invited to occupy chairs in the new Congregational College about to be erected at St. John's Wood; the Rev. Dr. Alexander, the Rev. Dr. Harris, Dr. W. Smith, and the Revs. Philip Smith, and J. H. Godwin. There will also be a Professorship of Physical Science, which is not yet filled up.

Lancashire Public School Association.—This Society has lately held a conference at the Mechanics' Institute, Manchester. Mr. Henry, M. P., was called to the chair. Mr. Lucas, the Chairman of the Association, explained its principles,—that education should be national, unsectarian, supported by local rates, and governed by boards popularly elected. Mr. Biggs defended a national system, contending that the voluntary system of Education was as inefficient as a voluntary poor-rate would be. The Rev. Mr. Walker would have education compulsory. Mr. Hole supported the same view of compulsion. It was opposed by Mr. Lucas, as being at present impossible; by Mr. Robinson on account of "the present disposition of the people;" and by Mr. Charlton Hall, on principle. The Rev. Mr. McKerrow said that twelve voluntary schools had been shut up in Manchester within the last few years. A resolution was unanimously carried, recommending the formation of district associations throughout the country. . . . In the evening a great meeting was held in the Trade Hall, the numbers present being computed at five or six thousand: Mr. Henry again in the chair. Letters regretting inability to attend, were read from the Archbishop of Dublin, Lord Melgund, Mr. Ewart, M. P., Mr. Thomas Carlyle, Mr. R. Chambers, Miss Martineau, Mr. Milnes, M. P., and others.

When we inform our readers that this Association boasts of having secured the adhesion to its principles of sixty members of the House of Commons,—that there were from 150 to 200 gentlemen assembled at the Morning Conference, many of them from distant parts of the country,—and that 5,000 persons, at the Evening Meeting, were excited to a high pitch of enthusiasm in favor of its objects, by the speeches of two elegant M. P.'s, (Milnor Gibson and W. J. Fox,) it will at once appear that the movement is important.—London Watchman.

Queen's College, Belfast.—The formal opening of the Queen's College, Belfast, took place on Thursday week, and was most numerously attended. The same ceremonies were observed as those noticed in the paragraph announcing the opening of the Cork College in the last month's *Journal of Education*.

Privy Council Committee on Education, England.—DR. KAY SHUTTLEWORTH, who is no longer Secretary to the Educational Committee of the Privy Council having retired from ill health, has been created a Baronet, in testimony of the eminent services to his country, in relation to scholastic operations. The Council have had Ralph Robert Wheeler Lingen, Esq., appointed Assistant Secretary to the Committee.

Examinations, National Schools, Dublin.—The late examinations of those important establishments have been highly gratifying. The

chief members of the Board were present and delivered addresses to the assembled Students and Professors.

Nova Scotia Common Schools.—His Excellency Sir JOHN HARVEY in his speech on the recent assembling of the Legislature says:—"The School Act expires at the close of the present Session, and a measure aimed at a further extension of the blessings of Education will be submitted to you, which, I trust, will be found to embody the improvements suggested by recent experience."

In the subsequent proceedings of the Legislature we find the following:—"The Honourable Provincial Secretary introduced the government measure for Education, and explained its principles. The basis of the existing school act had been adopted, but some new features had been introduced. One of those provided for the appointment of a Superintendent of Education, whose duties it would be to visit all schools in the Province—hold meetings of the Schoolmasters, and thus accumulate a body of information, which would be of much use to the House in dealing with the general subject of education. The bill also provided for the payment of the masters according to the number of scholars and branches taught, and the character of the school. The government had purposely abstained from mixing this portion of the subject with that of collegiate education. The bill also contemplated the formation of general libraries, in connection with schools, and made all clergymen, without reference to denomination, school visitors for the district in which they resided.

French Law against Socialist Teachers.—The Ministry were nearly defeated on a measure to give the Government the power of removing Socialist Schoolmasters. It was ultimately carried, however, by a small majority, although in a mutilated condition.—(Cor. N. Y. Com. Adv.)

Edict against "Mr." in Austrian Colleges.—The Austrian Minister of Public Instruction has published an edict prescribing, among other things more or less important, that the members of the senior class in colleges shall not be called *Herr* (Mr.) by the professors, this being likely to put pride into their hearts and vanity into their heads.—(Ibid.)

UNITED STATES.

Public Schools in Massachusetts.—The Annual Report of the Board of Education for the State of Massachusetts speaks in high terms of the Normal School system, and of Teachers' Institutes, and supplies the following statistical information:—

On the 1st of December, 1849, the Massachusetts School Fund amounted to \$876,022.26; \$155,007.20 is in land notes, on which interest accumulates until the maturity of the principal; and \$721,075.06 is in funded property of various kinds, yielding an income of about \$39,000. This amount is distributed to the towns for the support of schools. Appropriations for the support of Teachers' Institutes, Normal Schools, and for sundry expenses of the Board, amounting to \$17,217.57, from the sales of public lands, set apart for the increase of the School Fund, have been made. The total expenses of the three Normal Schools amount to \$5,968.01.

Boston raised by taxes for the support of the public schools, \$322,600; Salem, \$18,613.75; Lynn, \$10,000; Charlestown, \$24,955; Cambridge, \$18,249.62; Lowell, \$30,402.62; Worcester, \$13,300; Northampton, \$4,600; Springfield, \$9,630; Chicopee, \$7,400; Pittsfield, \$2,600; Roxbury, \$19,877.27; New Bedford, \$16,600.

The average amount paid by Hampden county for each scholar is \$2.83; Hampshire, \$2.45; Franklin, \$2.17; Berkshire, \$1.96. The average amount paid in the State is \$3.87. The aggregate amount raised by taxes in the State is \$380,575.33.

The entire number of children in the State between the ages of 4 and 16 years, is 215,926; mean average attendance at school, 134,734. There were last year 3,749 public schools in the Commonwealth, and 1,047 incorporated academies.

The ratio of attendance in the State is to the whole number of children sixty-two one hundredths.

The number of scholars of all ages, in all the schools of the Commonwealth, was, in Summer, 173,636; in Winter, 191,712. Average attendance in Summer, 120,512; in Winter, 142,967. The number of children in the State under four years of age, who attended school, was 3,326; over sixteen years, 10,452. The number of teachers, including Summer and Winter terms, was, males 2,426; females 5,737. Average wages paid to males, including value of board, per month, \$8402; females, \$90.—[N. Y. Com. Adv.]

Free Academy, City of New-York.—The expenditures on behalf of the institution thus far, exclusive of the cost and maintenance of the institution, have been ninety thousand and forty-nine dollars; the number of pupils 194. The library and philosophical apparatus are valued at \$2337. The instructors in French, Spanish and German languages, and in pho-

nography, are compensated for the time they were employed, at the rate of \$1 per hour.—[Ibid.]

New-York City Schools.—The attendance in the schools in the City of New-York is larger this year than ever before, and an excellent spirit prevails among persons interested in promoting the cause of education. The Free Academy has received about 126 applicants for admission to its privileges. It is designed to erect an additional Free Academy for females.

Another Distinguished Exile.—Among the many illustrious fugitives from Europe who have fled to our shores, we notice the arrival of Signor Filopanti, late Professor in the far-famed University of Bologna, and ex-member of the Roman Assembly.—[Ibid.]

Coloured People and Schools in the State of New-York.—Governor Fish, in his Annual Message to the Legislature of New-York calls particular attention to the fact that the coloured people of this State, whose thirty-five separate schools have been supported during the past year at an expense of \$5,016 37, have raised of this sum, by voluntary assessments upon themselves, \$2,149 60. He well adds,—“Considering the usual and very limited means of our coloured population, this large proportionate contribution voluntarily paid by them, shows a most commendable desire, on their part, to secure to their children the benefits of education.” The entire cost of the public schools of the State for the same period was \$1,336,507 08, of which sum \$189,696 63 was raised in the school districts, by voluntary assessments. That is to say, the sum raised by voluntary assessments was a little over one-third of the entire sum expended. The proportion raised in the same way among the coloured people was considerably larger! The fact is not less remarkable than creditable to that portion of our population.—[N. Y. Recorder.]

Elementary Education in Britain and the State of Massachusetts.—We have noticed statements to the effect that the City of Boston alone expended far more for the support of Elementary Education than England. Boston deserves all praise for what she does; but the following are the facts of the case for 1848 and 1849:—

City of Boston—1848.	
Common Schools,	\$208,060.00
Fees, Higher Schools,	103,200.00
School Houses (say)	15,000.00
	\$326,760
England alone in 1849.	
Parliamentary Grant for Elementary Education,	\$621,875.00
Fees, Higher Schools,	not reported.
School Houses,	“ “
	\$621,875.00
Ireland, ditto,	597,000.00
Scotland, ditto,	82,765.00
	\$1,300,640.00

The total amount expended in the State of Massachusetts for Elementary Education during the year 1847-8, was \$754,812.00.

Common Schools in the State of New Jersey in 1849.—The State Superintendent of Schools in New Jersey reports 70,058 children as having attended school during the year. The counties have raised \$119,351 49 for educational purposes, which is an increase of \$17,381 06 over the amount raised last year.

Agricultural Education, New-York and Massachusetts.—We are happy to say there is every reason to expect that the Legislatures of New-York and Massachusetts will each establish an agricultural school at its approaching session. Public sentiment at last, has been brought not only to tolerate, but to demand the professional education of young farmers. Those that have laboured long and amidst a mountain of prejudice to achieve this result, may well rejoice at the success of their indomitable efforts.

CANADA.

City of Kingston Common Schools, 1849.—Compiled from the Report of the Board of Trustees to the Chief Superintendent of Schools, for the year 1849.—No. of Schools, 10; Time open, 12 months; amount paid Teachers £400; No. of Pupils, 798—of boys, 432; of girls, 366; No. of children of School age, 2,500; Common School Libraries, —; Sunday School do, 8; Public Libraries, 1; volumes therein, 1,200; School Visits by Superintendent, 146; by clergymen, 67; by Councillors, 21; by Magistrates, —; other Visits, 8; Total Visits, 242; No. of Colleges, 2; No. of Students 30; No. of Academies and District Grammar Schools, 4; No. of Students therein, 115; No. of Private Schools, 25; No. of Pupils therein, 621;

Total Colleges, &c., 31; Total pupils therein, 826; Total Educational Establishments in the City, 41; Total Pupils therein, 1,624. The City Superintendent in his report to the Board says:—“In 1847 the School Act was amended so far as related to cities, and provision made for the appointment of a Board of Trustees for each city, to whom the sole management of the Schools should be entrusted. The practical working of this system, for more than two years, has proved its superiority over the former plan.

* * * In the present year of 1849 the number of Schools in operation is the same as that of last year, while the total number instructed in the different branches taught is 798, being in increase of 298 over that of 1848.”

City of Hamilton Common Schools, 1849.—Compiled from the Report of the Board of Trustees to the Chief Superintendent:—No. of Schools, 6; Time open, twelve months; Total amount paid Teachers, £621 18s. 3d.; No. of Pupils, 880;—of boys, 654; of girls, 226; No. of children of School age, 2,382; Common School Libraries, —; Sunday School Libraries, 10; Public Libraries, 2; Volumes therein, —; School Visits by Superintendent, 19; by Clergymen, 16; by Councillors, 1; by Magistrates, 4; other Visits, 28; Total Visits, 58; No. of Academies and District Grammar Schools, 2; No. of Students therein, 160; Private Schools, 26; Pupils therein, 648; Total Academies, &c, 28; Total Pupils therein, 808;—including Burlington Ladies’ Academy. Total Educational Establishments in the city, 34; total pupils therein, 1,688. The Board of Trustees in their Report state, that, “Taking into consideration that there were 868 children on the roll in the six Common Schools during the year 1849, there could not be less than 1,200 children whose names were entered as pupils in the Grammar School, Burlington Ladies’ Academy, and the 26 private Schools in the same period,—making altogether, 2,668 scholars in the city who received instruction in the above Schools during the year. “As we have ten Sunday Schools, whose average attendance cannot be less than 800, and as a considerable number of the labourers’ children received their principal instruction in them, it is gratifying to report that few are without the blessings of education in Hamilton.”

Town of Niagara Common Schools, 1849.—Compiled from the Report of the Board of Trustees:—No. of Schools, 4; Time open, 12 months; Total amount paid Teachers, £316 13s. 3d.; No. of Pupils, 500;—of boys, 267, of girls, 233; No. of children of School age, 670; Common School Libraries, —; Sunday School do., 3; No of Volumes therein, 1,350; Public Libraries, 1; Volumes therein, 400; School Visits by Superintendent, 6; by Clergymen, 4; by Councillors, 4; by Magistrates, —; other Visits, 12; Total Visits, 26; No. of District Grammar Schools, 1; Students therein, 48; Private Schools, 4; Pupils therein, 64; Total Grammar Schools, &c., 5; Total Pupils therein, 112; Total Educational Establishments, 9; Total pupils therein, 612.

Town of Belleville Common Schools, 1849.—Compiled from the Report of the Board of Trustees:—No. of Schools, 4; Time open, 12 months; Total amount paid Teachers, £278 17s. 6d.; No. of Pupils, 404;—of boys, 237, of girls, 167; No. of children of School age, 717; No. Libraries of any kind reported, —; School Visits by Superintendent, 9; by Clergymen, 11; by Councillors, —; by Magistrates, —; other Visits, 9; total Visits, 29; No. of District Grammar Schools, 1; Students therein, 30; Private Schools, 3; Pupils therein, 90; Total Grammar Schools, &c., 4; Total pupils therein, 126. Total Educational Establishments, 8; Total pupils therein, 530.

Town of Cobourg Common Schools, 1849.—Compiled from the Report of the Board of Trustees:—No. of schools, 5; Time open, twelve months; Total amount paid Teachers, £379 8s. 3d.; No. of Pupils, 365—of boys, 216, of girls, 89; children of school age 888; Common School Libraries, “none”; Sunday School do, 3; vols. therein, 400; Public Libraries, “none”; school visits by Supt., 16; by Clergymen, 6; by Councillors, “none”; by Magistrates, 3; other visits, 31; total visits, 56; No. of Colleges 1, Students therein, 60; Academies and District Grammar Schools, 1; Students, 20; Private Schools, 3; Pupils, 40; total Colleges, &c., 5, total students therein, 120. Total Educational Establishments, 10; total pupils therein, 425.

Town of Brantford Common Schools, 1849.—Compiled from the Report of the Board of Trustees:—Schools, 2; Time open 12 months; Paid Teachers, £127 5s. 8d.; Pupils, 293—boys 158, girls, 135; Children of School age, 720; Common School Libraries, “none”; Sunday School do, “none”; Public Libraries, 1; No. vols. 800; School visits by Supt, 2; by Clergymen, 1; by Councillors, 3; by Magistrates, 1; other visits, 20; total visits, 27. Academies, &c., —; Private Schools, 2; Pupils therein, 40. Total Educational Establishments, 4; Pupils therein, 333. The Trustees remark, “that the School accommodation being inadequate to the wants of the increasing population of Brantford, they contracted in September last for the erection of a two story brick building, capable of containing, at least, 400 children, at a cost of about £700. The Trustees expect to take possession of the building about the 1st of March.”

Brock District Common Schools, 1849.—Compiled from the Report of the Superintendent:—No. of Schools, 136; Time open, 12 months; amount paid Teachers, £4,192 15s. 8d.; No. of Pupils, 6,788;—of boys, 3,763, girls, 3,066; children of School age, 9,955; Common School Libraries, —; Sunday School, do., 28; No. of Vols., 5,125; Public do., 2; No. of Vols., 1,270; School Visits by Superintendent, 120; by Clergymen, 78; by Councillors, 44; by Magistrates, 48; other Visits, 332; Total Visits, 622; Grammar Schools, —; Private Schools, 3; Pupils, 125; Total Educational Establishments, 138; Total Pupils, 6,926. The Superintendent remarks:—"The Act of last Session, I cannot but regard, on the whole, as a far less perfect measure than that of 1846. Intricate and confused in its arrangement, inconsistent and even contradictory in some of its provisions, to amend it would be a work of very great difficulty. It seems to me it should be abandoned. You will not fail to be gratified at the great advance we have made towards securing a uniformity of Books in a single year. In every School now, the National Reading Books are used, and in more than one-half they are used exclusively."

Talbot District Common Schools, 1849.—Compiled from the Report of the Superintendent:—No. of Schools, 94; Amount paid Teachers, £2,739 0s. 8d.; No. of Pupils, 4,996;—of boys, 2,597, of girls, 2,399; children of School age, 6,782; Common School Libraries, 28; No. of Vols., 3,528; No. of Sunday School do., 15, No. of Vols., 1,500; Public Libraries, 3; No. of Vols., 250; Visits by Superintendent, 94; by Clergymen, 62; by Councillors, 19; by Magistrates, 54; other Visits, 253; Total Visits, 464; Academies and Grammar Schools, 2; Students, —; Private Schools, 5; Pupils, 147; Total Educational Establishments, 101; Total Pupils, 5,137. The Superintendent observes:—"There is an almost unanimous feeling in this District in favour of Free Schools, and the only obstacle now being the inequality of the present assessment law. I congratulate you on the marked success of your exertions for this object. I have also to inform you that the Educationists of this county hope that the School Act of last Session, will be repealed on the meeting of Parliament, and that the Act of 1846 will be continued in its general features, as they believe that nothing more is required than some amendments which may be dictated by sound judgment and practical experience, beyond adapting it to the provisions of the Municipal Council Bill.—I subjoin part of my Report to the District Council, with the response they were pleased to make: It is gratifying to know that such a resolution passed unanimously.

The following is the Resolution referred to:—[Ed. Jour. of Ed.]

Rev. William Clarke, Superintendent of Common Schools, Talbot District.—This gentleman has for six years filled the office of Superintendent of Common Schools for this District. This office is done away with under the new School Act; and the Committee on Schools, at the last Session of our District Council, being aware of this fact, passed the following highly complimentary resolution, which was afterwards adopted in Council:—

"Your Committee avail themselves of the occasion to express their unqualified approbation of the able, efficient, and dignified manner in which the onerous and unthankful duties of the office of Superintendent of Schools for this District, have been performed by the Rev. Mr. Clarke, during the lengthened period since his appointment to that office."

Mr. Clarke is well known in this neighbourhood as one of our most gentlemanly, dignified, and popular pulpit orators: and all those who are acquainted with him, bear testimony not only to his learning and ability, but also to his upright and amiable conduct, both as a Christian and a man. We understand Mr. Clarke will serve, if elected, as Superintendent of Schools for the different Townships, to which the election under the new School Act have left it.—[Log Point Advocate.]

Johnstown District Common Schools, 1849.—Compiled from the Report of the Superintendent:—No. of Schools, 204; Amount paid Teachers, £4,801 2s. 9d.; No. of Pupils, 9,267;—of boys, 5,120; of girls, 4,147; children of School age, 14,504; Common School Libraries, —; Sunday School Libraries, —; Volumes therein, 2,896; Visits by Superintendent, 241; by Clergymen, 180; by Councillors, 71; by Magistrates, 132; other Visits, 548; Total Visits, 1,172; Academy and Grammar Schools, 2; Students therein, 90; Private Schools, —; Total Educational Establishments, 206; Pupils therein, 9,357. The Superintendent states that "nearly all the Schools are supplied with the National Readers. The Journal of Education has had the effect of stimulating the Trustees of many Schools to build proper houses. There were but 100 Schools in this District in 1843; now there are 204. We have also better School houses and a supply of suitable books. The few Normal School pupils that are in this District employed as Teachers give sufficient evidence of the utility of that Institution. Teachers trained there can command a much higher salary than those of the same literary qualifications, but destitute of system in their mode of instruction."

Ottawa District Common Schools, 1849.—Compiled from the Report of the Superintendent:—No. of Schools, 44; Amount paid

Teachers, £1,094 17s. 4d.; No. of Pupils, 1,656—of boys, 921, of girls, 735; children of School age, 3,937; Common School Libraries, 6; Volumes, 391; Sunday School do., 10; Volumes, 1,002; Visits by Superintendent, 45; by Clergymen, 31; by Councillors, 22; by Magistrates, 36; other Visits, 113; Total Visits, 246; Academy and Grammar Schools, 2; Pupils, —; Private Schools, 1; Pupils, 12; Total Educational Establishments, 46; Total Pupils, 1,668. The Superintendent states "Respecting Education in general in this District, it may be safely asserted that its progress is positive and encouraging. The necessity for Education seems to have taken hold of the public sentiment. A willingness to be assessed seems to be general with persons of wealth; and many Trustee corporations are having their Sections assessed without even an attempt at opposition; and it does appear that the present moment is most favourable to introduce the system of Free Schools based on general taxation. It is a system universally approved of; and must ultimately become the law of the land. Let it be done now."

Dalhousie District Common Schools, 1849.—Compiled from the Report of the Superintendent:—No. of Schools, 68; Amount paid Teachers, £1,704 1s. 8d.; No. of Pupils, 3,252—of boys, 1,698; of girls, 1,554; children of School age, 6,388; Common School Libraries, 2; Volumes, 141; Sunday School Libraries, 1; Volumes, 54 Public Libraries, 4; Volumes, 286; Visits by Superintendent, 57; by Clergymen, 78; by Councillors, 21; by Magistrates, 14; other Visits, 50; Total Visits, 220; Grammar Schools, 1; Students, 20; Private Schools, 3; Pupils, 122; Total Educational Establishments, 72; Pupils therein, 3,394.

Bathurst District Common Schools, 1849.—Compiled from the Report of the Superintendent:—No. of Schools, 116; Time open, 12 months; amount paid Teachers, £3,899 0s. 4d.; No. of Pupils, 4,957—of boys, 2,792; of girls, 2,092; children of School age, 9,055; various Libraries reported, 31; vols. therein, 4,599; visits by Supt., 157; by Clergymen, 102; by Councillors, 28; by Magistrates, 67; other visits, 284; total visits, 634; Grammar and Private Schools, not reported. The Superintendent states that, "To the Teachers generally of this District, so far as I have had an opportunity of hearing their opinions, the new Act is far from being acceptable. That the late Act required some revision and amendment all admit; but to supplant it by a new, and in many points so very different and so unnecessarily burthensome an Act as the present, I have heard but few persons intimate was either desired or desirable. On the whole I fear that, without various modifications and numerous omissions, alterations and amendments, the present School Act will prove an extensive injury, rather than a general good."

Chief Superintendent's Lecture at Oshawa.—Agreeably to appointment, the Chief Superintendent for Canada West delivered a Lecture on the subject of Education in the Methodist Chapel last Saturday evening. Both the Lecturer and his subject were honored by a creditable number in attendance. The simple fact of so many assembling together on the occasion argued well for the educational interest in this region, and was not altogether void of compliment to the gentleman at whose instance they assembled. The address, on the whole, was able and universally favourably received. We shall take pleasure in directing attention to some of the points it embraced at a future day.—[Oshawa Reformer, 28th Feb.]

Lecture on Education at the London Mechanics' Institute, by T. J. Robertson, Esq., Head Master Provincial Normal School.—We have listened in our time to a good many 'discourses' and 'lectures' on Education, and we confess that they often partook of the character which we designate as 'dry' and 'uninteresting.' But we now see plainly that it was because the lecturer did not know how to handle his subject. Mr. Robertson's lecture on Education on Monday evening is a strong proof of this. The large hall of the Mechanics' Institute was crowded with the most respectable and intelligent of our inhabitants, and though the lecturer descanted on this all-important subject for more than an hour and a-half not a sign of weariness manifested itself in the whole assembly, and when near concluding, the lecturer began to apologise for the length of time he had detained his audience. The cries of 'go on,' 'go on' showed most unequivocally the interest that the audience felt in the lecture. Mr. Robertson's views of Education are of the right stamp,—and he is manifestly master of his business. We cannot over estimate the advantage of having such a character at the head of our common school institutions; and young men subjected to his daily training and example for a course of six or nine months must leave the Normal School better qualified in every respect for their important offices than when they entered it. We hope that the time will soon come when every common school master in our country will be a graduate of the Normal School.—[Canadian Free Press, 4th February.]

Free Schools—Town of Niagara.—The Town Council were disposed to carry on the Common Schools according to the free system,

but from the complexity, inconsistency, and obscurity of the new School Act, they have been obliged for the present, to submit to and sanction a rate bill. No other course was left for their adoption.—[Niagara Mail, 27th February.]

Common Schools in Milton, Gore District.—It is pleasing to observe the increasing interest which is being manifested in the cause of education, in the Gore District, one of the most gratifying of which took place at a public examination of the Common School at the village of Milton, on the 14th inst. At the close of a minute examination, in which the pupils acquitted themselves in a manner highly creditable to their Teacher, and satisfactory to a numerous and respectable audience. George Brown, Esq., presented, on behalf of his co-Trustees and the inhabitants of the Section, a handsome copy of a Family Bible to Mr. Thornton, Superintendent of Common Schools for the District, and to Mr. Finlay McCallum, the Teacher of the School. Each present was accompanied with a complimentary Address, to which the Superintendent and the Teacher made each an appropriate reply.—[Communicated.]

Poor School in Montreal.—*The Montreal Witness* of the 4th instant says:—"We recently paid a visit to that most unpretending but most useful institution, Mr. Osgood's School for poor children, in Griffintown, and observed that though making fair progress in other branches, the children, 150 in number, could obtain no distinct idea of geography for want of maps. Some who take an interest in the education of the poor, have, doubtless, maps lying past that they could easily spare, and if so, they would confer a great favour upon the school in question, by sending them to it.

University of Toronto Senate.—*Crown Members*:—Hon. CHRISTOPHER WIDMER, M. D., Hon. HENRY SHERWOOD, M. P. P., Hon. JOHN HILLYARD CAMERON, M. P. P., JOSEPH CURRAN MORRISON, Esq., M. P. P., J. JNO. HAYES, Esq., M. D., and DAVID BUCHAN, Esq.—*Collegiate Members*, until the several Colleges shall come on the foundation of the University, under the terms of the Act:—JOHN CAMERON, Esq., [Church of Scotland] JOHN McMURRICH, Esq., [Free Church] JOHN ROAF, Esq. M. A., [Congregationalist] WILLIAM PROUDFOOT, Esq., [United Presbyterian] OLIVER SPRINGER, Esq., M. A. [Wesleyan Methodist] and JAMES HALLINAN, Esq. [Roman Catholic].

University of Toronto Visitation Commission:—Hon. WILLIAM HUME BLAKE, Chancellor of Upper Canada, Hon. JOHN HILLYARD CAMERON, M. P. P., JOHN WILLSON, Esq., M. P. P., DAVID BUCHAN, Esq., and JAMES H. RICHARDSON, Esq., M. D.

Upper Canada College Council:—F. W. BARRON, Esq., A. M., Hon. JOHN HILLYARD CAMERON, M. P. P., JOSEPH CURRAN MORRISON Esq., M. P. P., THOMAS EWART, Esq., and JAMES H. RICHARDSON, Esq., M. D.

School Examination—Town of Woodstock.—A public examination of the pupils attending Mr. Burk's School in this Town, took place on the 21st ult. The subjoined certificate copied from the Visitors' book, is from the pen of the Rev. Mr. Ball, Presbyterian minister in this place:—"After a careful examination of the classes of this School on various branches, it is with much pleasure I desire to express my satisfaction with the general order and creditable proficiency of the children—showing much care on the part of the teacher, and attention on the part of the children.—"W. L. BALL."—[British American.]

Provincial Normal School.—Yesterday afternoon, the Students of the Provincial Normal School presented a congratulatory address, accompanied with very handsome presents, to H. Y. Hind, Esq., Mathematical Master, and Lecturer in Chemistry and Natural Philosophy, on the occasion of his marriage. The Presents consisted of a massive gold chain and seal to Mr. Hind, and of a superb and highly ornamented Drawing-room Album to Mrs. Hind.—[Colonist.]

The Common Schools of London, C. W.—We are informed that the inhabitants of this rising town, which is adorned with many public buildings, Court House, houses of worship, and stone fronted streets, similar in aspect to the best in Toronto, have, with a noble public spirit, voluntarily taxed themselves for the erection of a large building to accommodate the Common Schools already established in the town. In this effort they have fully succeeded, and an excellent stone building containing six large well furnished school rooms and some smaller apartments, has been erected on a lot most eligibly situated. This energetic effort in favour of popular education affords a valuable example to the rest of the Province which we trust to see generally followed. On Saturday the 16th instant, an examination of candidates for the situation of Head Master of the establishment in question took place. By a special resolution of the Board of Trustees, the Rev. E. Ryerson, D. D., Chief Superintendent of Schools, and T. J. Robertson, Esq., Principal of the Normal School, were invited

to attend, and the former being unable to leave Toronto, Mr. Robertson gave his valuable assistance to the Board on this occasion. The appointment of Head Master has been conferred on Mr. Nicholas Wilson, already favourably known in the town as a Common School Teacher. We understand that it is the intention of the London Board to place the female department in charge of a highly qualified female teacher, and for that purpose Mr. Robertson has been authorized to select a suitable person with an assistant. We look upon this movement as a step in the right direction, being well aware that the elevation of the female character exercises a most beneficial influence on a nation's moral and intellectual status, and that the elevation cannot fail to be materially advanced by entrusting the formation of the female character to highly qualified teachers. At the request of the Mechanics' Institute, Mr. Robertson, during his stay at London, delivered a Lecture on Education, in the Hall of that body, to a crowded and most respectable audience, embracing all the elite of the neighbourhood. Mr. Robertson's observations were listened to with the deepest attention, and elicited frequent bursts of applause, as well as a unanimous call to prolong his address. We cannot conclude this notice without expressing our conviction that the inhabitants of London have evinced a degree of intelligence and zeal, in the cause of education, well worthy of the position in all probability destined eventually to be occupied by their thriving town.—[British Colonist.]

[The above proceedings afford an indication of what the City and Town's School Act of 1847 (repealed last Session) was designed to accomplish in the superiority of the schools to be established under it, and in the completeness and efficiency of their management.—[Ed. Jour. of Education.]

School Masters, London, C. W.—Mr. N. Wilson has been appointed Head Master of the school above referred to, at a salary of £150 per annum; Mr. R. Wilson, Second Master, salary £125 per annum; and Mr. P. Murtagh, Third Master, with a salary of £100 per annum. [The First and Second Masters were trained at the Normal School, Toronto.—Ed. Jour. of Education.]

New School House, Brantford.—We had the pleasure yesterday, in company with his Worship the Mayor, and several other gentlemen, of inspecting the new School house, which is, in the course of a few days to be opened for the reception of pupils, and it is gratifying to perceive the care that has been taken for the heating and ventilating of the several apartments in which a large portion of the youth of the town will be enabled to receive instruction in the various branches of a good English Education, without having to suffer mentally and bodily, from confinement, in badly heated, and ill-ventilated rooms, such as are too often found in our Common School-houses. Much taste and skill are shown in the arrangement of the seats, and the location of the various apartments, all of which are warmed by hot air apparatus. As we intend anon, to revert to this subject, we would, for the present, merely remark, that the excellence of the building redounds greatly to the honour of the enterprising and enlightened inhabitants of this town, and from present arrangements, there is every reason to conclude, that the School, under the management of Mr. Hughes, will be one highly creditable to Brantford.—[Brantford Herald, 27th Feb.]

[The foregoing affords another gratifying indication of what was designed to be accomplished under the City and Town's School Act of 1847.—Ed. Journal of Education.]

Schools, Lower Canada.—We regret to perceive from the *Pilot*, that there has been some slight opposition to the collection of school rates in one or two Parishes in Lower Canada.

Amusing Episode in the Debate on the Nova Scotian Education Bill.—The Hon. Speaker read an extract from a celebrated work on Education by a distinguished American, speaking very highly of schools conducted by females; and added his own opinion, that in both England and the Colonies the policy and practice was too much to keep females in the back-ground, and not allow them to participate in employments on which they would shed lustre.

Hon. Provincial Secretary said he was very glad to hear the speech just delivered; for he now began to hope that instead of seeing the ladies occupying only the Speaker's gallery, and looking down on the debaters, he would introduce a Bill to give them a participation in the seats on the red benches. (Laughter.)

Hon. Mr. Johnston.—It would not be the first time that the destinies of nations were decided by the fair sex; and if the Hon. Provincial Secretary's suggestion were carried out, the next improvement would be to give ladies a place in the Government. (Laughter.)

Hon. Provincial Secretary.—If we are to believe an old judge, there were some in it in former times.

Hon. Mr. Doyle.—Then, I suppose, the fairer the members of Government are, the more acceptable they will be to the House.

Hon. Mr. Johnston.—To introduce ladies, it is evident, would be rather a dangerous experiment—considering they have already thrown us out off our track.

Literary and Scientific Intelligence.

Literary Order of Knighthood.—It is said the Queen is about to institute a new order of Knighthood, for persons eminent in literature, science and art, to be called the "Order of Minerva," and to consist of twenty-four knights.

Government Contribution to Science.—A letter has been addressed to the Council of the Royal Society of England, by Lord John Russell, offering to place at the disposal of the Society, for scientific purposes, this year, £1,000, and probably the same amount in successive years.

Pension to Mr. Petrie.—The Queen has conferred a pension of £100 per annum from the Civil List, upon Dr. George Petrie, one of the Honorary Secretaries of the Royal Irish Academy, who is well known for his antiquarian researches.

African Travellers.—Government has determined to afford effectual assistance to Mr. Richardson, the African Traveller, in prosecuting his travels and researches in the great desert of Sahara, Soudan and the regions of Bornou and the Lake Tshad. Mr. Richardson will be accompanied by Drs. Barth and Overweg, Prussian savans, who are charged by Government to draw up a scientific report.

The Exhibition of the Works of all Nations.—The Society of Arts has concluded contracts with Messrs. James and George Munday, the public works contractors, for carrying out Prince Albert's projected exhibition of arts and industry of all nations, to take place in 1851. The Messrs Munday undertake, without any security, to carry out the exhibition on their own responsibility, and to indemnify the Society of Arts for all expenses and liabilities; to erect the necessary buildings, at a cost of some £50,000, and to provide £20,000 for prizes.

M. Verbeyst, the most celebrated book-collector in Europe, or perhaps in the world, has just died at Brussels at an advanced age. He had founded a very curious establishment, consisting of a house of several stories, and as high as a church, and disposed so as to contain about 300,000 volumes, arranged according to their subjects.

New Application of Photography.—One of the greatest improvements which have yet been made in the practice of photography is, the substitution of plates of glass for sheets of paper. The simplicity of the process on glass is one advantage; but the perfection of primary pictures thus obtained and the great beauty of the positive photographs copied from them are what render the discovery of the greatest value. In 1840, Sir John Herschel published in the *Philosophical Transactions*, (vol. 131, pages 11-13) a description of some processes by which he obtained pictures with the camera on glass plates, and produced positive copies from them upon paper. They were of exceeding delicacy and beautiful definition,—judging from a specimen which we have seen representing the great telescope of Sir W. Herschel previous to its destruction.

Incombustible Man.—M. Boutigny, the author of the experiment of making ice in a red hot crucible, divides or cuts with his hand a jet of melted metal, or plunges his hand into a pot of incandescent metal. No precautions are necessary to preserve it from the disorganizing action of the incandescent matter; only have to fear, especially if the skin be humid, and pass the hand rapidly, but not too rapidly, through the metal in full fusion. There is no contact between the metals; the hand becomes isolated; the humidity which covers it passes into the spheroidal state, reflects are radiating caloric, and does not become heated enough to boil. M. Boutigny has often repeated the apparently dangerous experiment in lead, bronze, &c., and always with success.

Naphtha Gas.—The streets of Parsonstown on the Earl of Rosse's Estate, Ireland, are to be lighted with *Naphtha*, which gives a most brilliant light.

Time of Building the Britannia Bridge.—Should the first line of tube be completed by March, 1850, the work will then have been nearly four years in progress. Telford's Menai Suspension Bridge was eight years in building. The weight of its iron work, compared with that of the Britannia Bridge, being as 644 to 10,000 tons.

Spindle Statistics.—It appears, by statistics recently published, that there are 28,000,005 spindles at work in the world. Out of these, England, including the United Kingdom, commands a force of 17,500,000; America, with all her competition, 2,000,000; Russia about the same number; France, 3,000,000; and Belgium considerably less than any of the three.

Terrestrial Magnetism.—Some interesting investigations in terrestrial magnetism, made by Professor Norton, of Delaware College, have recently been communicated to the American Journal of Science.

The theory is new. According to it every particle of matter at the surface of the earth, and to a certain depth below it, is endued with a magnetic force, acting, like the magnetic force of an electric current, transversely to the ideal line connecting the particle with the magnetic needle, the intensity of which is proportioned to the temperature of the particle. This theory proves to be adequate to the explanation of all the phenomena of the general action of the earth upon the magnetic needle; and serves also with the computation, with a very close approximation to the truth of the direction of the needle, and of the intensity of the force acting upon it over all parts of the earth. It has also achieved the signal triumph of furnishing the first rational physical explanation of the daily variations that occur in the earth's magnetic action, by tracing them to the daily variations that occur in the temperature and humidity of the earth's surface. These investigations reveal the existence of unsuspected and very interesting relations between the thermal and magnetic state of the earth's surface, and show that the daily changes which take place in the action of the earth upon the magnetic needle proceed "pari passu" with the meteorological changes that occur in its vicinity.

"It is certainly a novel and beautiful result, that, in the disturbed movements and changes of force of a delicately poised magnetic needle, we can read the story at the same time of each passing change of temperature of the warm dew that steals noiselessly down at night, and of the rain that falls to rise again in invisible vapor at the awakening touch of the rays of the sun. In making these discoveries, Prof. Morton throws a flood of light upon much that has always been enveloped in the darkness of mystery. He reveals a field in which men of science will enter with delight; but we trust it will not be forgotten who unbarred the entrance gate."

The Phantoscope.—A new philosophical instrument in the department of optics, has been invented by Professor Locke, of Cincinnati, called by him *The Phantoscope*. It depends on principles of optics, announced by him in Prof. Silliman's Journal of last winter, under the head of *Binocular Vision*. It is very simple, and has neither lenses, prisms, nor reflectors. It consists of a flat board base, about nine by seven inches, with two upright rods, one at each end, a horizontal strip connecting the upper ends of the uprights, and a screen of diaphragm, nearly as large as the base, interposed between the top strip and the tabular base, this screen being adjustable to any intermediate height. The top strip has a slit one-fourth of an inch wide, and about three inches long from left to right. The observer places his eyes over this slit, looking downward. The moveable screen has also a slit of the same length, but about an inch wide. This instrument may be expected to be fully explained in Silliman's Journal for January.

Valuable Presents to the Legislative Library of Canada.—Upwards of one thousand seven hundred volumes of Parliamentary Works have been presented by order of the Speaker of the House of Commons, to the Library of the Canadian Assembly; they include a complete set of the Commons Journals from 1547, in 110 volumes; also a series of the Sessional papers from 1800 to the latest date, containing the whole of the valuable statistical and general information which have been from time to time laid before the House, together with Reports of Committees, Commissions of Inquiry, &c., &c. Caleb Hopkins, Esq., also has presented to the Library of the House of Assembly a full set of the Journals and Appendices of the Upper Canada Lower House.

High Life.—The chamois and ibex are found on the Alps as high up as 9,000 feet; the goat of Cashmere browses at a height of 13,000 feet above the level of the sea, and the Pamir sheep live at an elevation loftier than the granite peak of Mont Blanc.

Age of the Principal Papers in London.—The *London Times* was established on the first of January, 1788, but bore the number 941, having previously appeared as the *Universal Register*. The *Public Ledger* dates from 1759, the *Morning Chronicle* from 1769, the *Morning Post* from 1772, the *Morning Herald* from 1784, and the *Morning Advertiser* from 1795.

Interesting Items from the Berlin Correspondence of the N. Y. Commercial Advertiser.—The *Carnival Society of Cologne*, famous in poetry and prose for the splendour of its annual celebration, has resolved to have none this year. Its president, M. Raveaux, is now a political exile. The society has resolved that uproarious joy is not in harmony with the present unhappy condition of Germany. The magnificent wardrobe has been ordered to be sold for the benefit of the political fugitives now in Switzerland.

The fine Library of Tieck, the poet, was sold at auction last month, for the payment of his debts. A large number of the most valuable works were purchased by admirers who, as a token of their admiration, have returned them to Tieck for his life time. At his decease, they are to be placed in the Royal Library.

Shakespeare in Germany. The Royal Theatre presents every week one or more of the plays of Shakespeare. Henry the IV, Hamlet, Othello, King Lear, Coriolanus and Macbeth, have already been produced. The Germans appreciate at least as highly as the English the genius of the great dramatist, while the German translations of his plays are the best existing in any foreign language. The commentaries of the German critics on Shakespeare are richer and more profound than any in English. Among these stand pre-eminent those of Lessing, Tieck, Schlegel and Herder.

The Marble Bust of the late Professor Gesenius, so well known in America as a theologian, has been set up in the grand hall of the University of Halle.

Berlin Popular Libraries.—Four popular libraries have been organized in this city, and go into operation immediately. The object of their founders, among whom is Professor Von Raumer, is to place books within the reach of the poorest of the people.

Louis Philippe's New Work.—The politicians are looking with some anxiety for the appearance of a work in four volumes, from the pen of Louis Philippe. It is to be entitled, "Eighteen years of Royalty," and will doubtless contain many new views of persons who have figured prominently on the political stage in the last generation.

Lamartine and the Sultan of Turkey.—The Sultan is said to have ceded to M. Lamartine a large tract of land lying some twelve miles from Smyrna, in Asia Minor. It is about fifty miles in circumference and contains five villages, whose inhabitants live on the property, paying a small rent to the Sultan, who has been the sole proprietor. The land is fertile, produces orange and olive trees in abundance, and is suited in fact to almost any kind of cultivation. The chateau is situated in the central part of the tract, near a fine lake well stocked with fish. M. Lamartine has despatched an agent to perfect the arrangement, and is said to intend visiting the property in the Spring.

The Christmas Expositions in Berlin are remarkable. One represents, in figures as large as life, Waledeck in prison, Professor Kinkel in his dimly lighted and miserable cell, with his spinning machine by his side, and Stein "watching sheep in Switzerland." Great numbers crowd to see those idols of the people.

A Silver Statuette of Napoleon and a bust of the Emperor of Austria, made of the same metal, are now exhibited here to the public. Both were made of pieces of silver coin. The workmanship is said to be exquisite. The statuette is two feet high.

Girardin.—The Paris *Presse*, edited by the brilliant and eccentric Girardin, lost in the year 1849 more than twenty-eight thousand subscribers, owing to his tacking and veering so often. M. Girardin would be a great man if he would stick to one thing, but it is written "Unstable as water, thou shalt not excel."

Michael's Hebrew Library.—The learned Israelite, Joseph Michael, of Hamburg, left behind him, at his decease in 1846, one of the best collections, if not quite the best, of Hebrew literature in the world. He had devoted a great part of his life and a small fortune to the building up of his library, and has succeeded in getting 862 original manuscripts, and 5322 printed works. It is probable that this represents nearly all that now remains of a once rich literature. A great number of Hebrew works perished in the persecutions of the dark ages. The beginning of the 16th century is noted for the immense numbers of them destroyed in Germany and Italy, where they were burnt by the common hangmen, on the order of the Governments. The earlier impressions yet extant are nearly all from the Jewish press in Turkey, and are very rare and dear. The Michael library contained copies of all of these. When the heirs declared it for sale, the learned men of Berlin were anxious to have it for the royal library, and negotiations were commenced for that purpose, but the bureaucracy consumed more than two years in the preliminaries, according to custom; the holders became wearied out and sold the whole to the Bodleian library at Oxford, which retains the manuscripts, but parts with the printed works to the British Museum of London. As the Bodleian library purchased in 1829 the Oppenheim Hebrew library of Hamburg, it has now the largest and only complete collection of the works in Hebrew literature.

Stopping Fire in Ships.—A practical chemist of London, in a letter to one of the journals, referring to the loss of the ship Caleb Grimshaw, says that fire in the hold of a ship can easily be choked out by keeping a barrel of chalk in the hold, connected with a two gallon bottle of sulphuric acid on deck. The acid poured on the chalk will generate carbonic acid gas, which will at once extinguish flame.—[Evening Post.

To Prevent Steam Boiler Incrustation.—We see it stated that a Mr. Williams, in England, proposes to prevent incrustations by pouring

a small quantity of coal tar into the water before the steam is to be put up. This substance, when thrown into boiling water, parts with all its volatile constituents, and its carbon is, as a crust, deposited upon all sides of the boiler with singular uniformity, adhering with great firmness to the iron plates by the peculiar action of the force, which appears to condense fluid matter on solid surfaces. Thus a kind of graphite coating is formed, which protects the iron most effectually from corrosion.—[Scientific American.

The Astor Library.—The work of constructing the Astor Library, in Lafayette Place, has at length commenced. The building, which is calculated to contain 100,000 volumes will be completed at the end of two years and a half, at an estimated cost of \$75,000, exclusive of the furniture, shelving, &c. About \$14,000 worth of iron-work will enter into its composition. It will be, in every respect, a noble structure. From the level of the side-walk to the upper line of the parapet, its height will be about 70 feet. To the apex of the lantern, above the hall, the height will be 84 feet. Its length is 120 feet, width 65. Mr. Alexander Sælzer, of Berlin, is the architect.

Fossilized Forest.—The remains of a fossilized forest have been discovered beneath the mud deposit in Wallaseypool, near Liverpool.

A new method of regaining the hearing has been invented by Dr. Yeareley. Cotton is passed down to the *membrana tympani*, and the hearing returns.

Macauley's History of England.—Mr. Macaulay is laboring hard at the work every day, but he does not expect to have the third volume ready for the press in less than a year.

M. Cousin has issued the first volume of his edition of the works of Abelard, with a preface of elaborate Latinity. He defrays the cost of the edition.

M. Thiers.—The ninth volume of Thiers's "Consulate and the Empire" has appeared in Paris.

The French Academy after discussing the new dictionary of the national tongue during nine years, have not yet completed the letter A!

Miss Martineau's Travels Condemned.—The committee of the the principal library in Burton-upon-Trent, by a majority of one, burned a copy of Miss Martineau's "Travels in the East," which had found its way into the library, "on account of its irreligious nature."

Thomas Moore.—The poet is in the enjoyment of good health, physical and intellectual, at his cottage at Sloperton.

The Dead of 1849.—The following distinguished personages and literary characters have died during the year:—Queen Adelaide, of whom it may be truly said that "her memory is blessed." Besides her, death has numbered among his victims, Charles Albert, ex-King of Sardinia; William II, King of Holland; Prince Waldemar, of Prussia; Mehemet Ali, the ablest modern ruler of Egypt; Ibrahim Pacha, his son; the Shah of Persia; Marshal Bugeaud and ex-President Polk. The list of eminent literary characters and artists who were last year taken from among us, contains many names whom "the world would not willingly let die." Maria Edgeworth; Captain Marryatt; Bernard Barton, Horace Smith; the Countess of Blessington; Madame Decamier; Dr. Cooke Taylor; Bishops Stanley, Coplestone, and Coleridge; Frazer Tytler, the Scottish historian; Ebenezer Elliott, the "People's poet;" W. Etty, the artist; Madame Catalani, the singer; Kalkbrenner, the musician; Chopin, the pianist; Kreutzer, the composer, Charles Horn, the English composer; Robert Vernon, the great patron of British art. Hon. Albert Gallatin; Madame Cavaignac; Signor De Begnis; James Reyburn; Madame Marrast; Theodore Lyman, of Boston; David B. Ogden; Marquis D'Alizre, the French Millionaire; Henry Colman, the Agriculturist; Dr. Fisher, original Editor of the *New-York Albion*; Dr. Crolley, R. C. Primate of Ireland; Duke of St. Albans; Sir Edward Knatchbull; Sir E. Paget; Prof. Carmichael, of Dublin; Gen. Sir Hector Maclean; Lieutenant General Sir Benjamin D'Urban; Bishop of Landaff; Peter C. Broods, the Milkman of Boston; Madame Catalani; Lady Ashburton; Cardinal Mezzofante, the linguist; Sir Andrew Agnew; Horace Twiss; Gen. Sir R. T. Wilson; George Knoop, the Violinist; David Hale; Hartley Coleridge; Dr. Pritchard, the Naturalist; Sir Charles Forbes; Earl Carnarvon; Sir M. I. Brunel.

Acuteness and Sagacity of the Deer.—The deer is the most acute animal we possess, and adopts the most sagacious plans for the preservation of its life. When it lies, satisfied that the wind will convey to it an intimation of the approach of its pursuer, it gazes in another direction. If there are any wild birds, such as curlews or ravens, in its vicinity, it keeps its eye intently fixed on them, convinced that they will give it a timely alarm. It selects its cover with the greatest caution, and invariably chooses an eminence, from which it can have a view around.

Editorial Notices, &c.

ESTABLISHMENT AND PROGRESS OF THE NORMAL SCHOOL.—The attention of legislators and other enlightened friends of education is respectfully directed to the second article in this number (p. 19) on the *Origin and Progress of the Normal School of the State of New-York*,—being part of an Address delivered by the State Deputy Superintendent of Schools, at the close of the last Session of the Normal School. An attentive perusal of that beautiful Address cannot fail to impress every reader with the vast importance attached to the Normal School department of a public school system by the most experienced and devoted friends of education in the State of New-York, and also the great delicacy and difficulty connected with the successful establishment of such an institution as a part of the system of public instruction; and it is only such a view of the subject that will enable public men and general readers to form an adequate notion of the responsibility and care connected with the introduction of this department of the Canadian School System. Whether those on whom this difficult task devolved were more worthy of suspicion and attacks, or of support and sympathy, any reader can judge. That the task has been successfully accomplished thus far, has been admitted on all sides. Yet the new School Act changes the constitution of the Normal School, and that at the instigation of persons who had never even been in a Normal School, much less understood its management, and without consulting a single individual to whose counsels and co-operation the Normal School owed its existence and successful operations. In addition to this, the new Act imposes a condition upon student-teachers, with which no young man of self-respect would comply, and which has never been proposed to be imposed upon the student-teachers of any Normal School in Europe or America. The 62nd Section of the Act does not permit the Board of Education to aid any candidate for teaching to attend the Normal School unless he shall "enter into a bond with two sufficient sureties" to fulfil his promise to teach for a specified time, or pay back the amount granted him. All that the Board of Education has given to facilitate the attendance of candidates for teaching, is £5 10s. each, or a dollar a week during a Session of five months, and that upon the same declaration that the authorities of the State Normal School of Albany have, from the beginning, required of each student-teacher entering the School—namely, that he will devote himself to school teaching, and that his object in coming to the Normal School is to qualify himself better to discharge the duties of his profession. But to value the honour or integrity of a young person producing a certificate of good character at less than £5 10s, and to bind him in a bond with two sureties for that pittance, is, in the view of those who have had the most experience in such matters in different countries, degrading in its moral influence, unnecessary and impolitic. A country receives, rather than confers, a benefit by thus aiding in the training of School Teachers. About nine-tenths of all the student-teachers who have been admitted to the Normal School were school teachers at the time. Though the population of all the State of New-York is about five times as large as that of Upper Canada, the average attendance at the Canadian Normal School has been nearly one half that of the New-York State Normal School. In most of the Districts of the Province testimony has been given of improvement in school teaching and of the salutary influence which has gone forth through the medium of the Teachers who have been trained in the Normal School. The Board of Education,—the members of which have gratuitously devoted so much time to the Institution—is as deeply interested in the public welfare as those who devised the ill-advised provisions of the new School Act, and is quite competent to judge as to what regulations and conditions will best promote the great public objects of the Normal School. Most earnestly do we deprecate any thing that will limit and cripple the usefulness of this Institution; and most fervently do we pray for the still wider extension of its

benefits—given as its instructions are by masters whose superiors we have never seen in any Normal School.

PRINCIPLE OF APPORTIONING THE SCHOOL FUND.—In October, 1848, (upwards of a year since) the Superintendent of Schools for Upper Canada, submitted, in the proper quarter, remarks and recommendations for the distribution of the School Fund according to the *ratio of attendance at School*, instead of the ratio of population of school age—taking the average attendance of pupils during both *winter* and *summer* as the basis of distribution. In the draft of Bill which he submitted at the same time, was contained a simple clause for carrying this recommendation into effect. The recommendation did not contemplate any change in the principle heretofore acted upon in the apportionment of the School fund to Districts, Cities, Towns, and Townships, but only a discretionary power in its distribution to the various school sections of a Township, Town or City, according to the *ratio of attendance at School*,—a principle of distribution most earnestly advocated by the Hon. HORACE MANN.

We are happy to find our own views corroborated by the recommendations of the Superintendent of Schools for the State of New-York, who, in his report submitted to the Legislature the first of the last month, makes the following remarks on the apportionment of the School Fund:—

"The annual revenue from the capital of the Common School Fund, \$280,000, together with an equal sum raised by the Boards of Supervisors upon the several towns, and an additional equal sum levied upon the respective counties, under the act establishing Free Schools, is apportioned among the several towns and wards of the State, in proportion to the whole *population* of each, as ascertained by the last preceding census. The town and ward officers apportion the amount thus received, among the several School Districts of their respective towns and wards according to the whole *number of children between the ages of five and sixteen residing therein*. It is respectfully suggested to the Legislature whether the ratio of apportionment and distribution of the School money might not advantageously be so changed as to have reference to the attendance of pupils upon the District Schools for a certain specified period, during the preceding year, instead of being based upon either population or the number of children actually residing in the District. By the adoption of this mode of distribution, strong inducements would be presented to the taxable inhabitants of the several Districts, to place their children in the Common Schools, and to keep them there for a sufficient length of time to secure an additional share of the public money."

INSPECTION AND SUPERVISION OF SCHOOLS, &c.—The first article in this number—from the pen of the Head Master of the Provincial Normal School—is recommended to the attention of Legislators and all friends of educational progress. It is to be hoped the School Law will soon be so restored and amended as to afford facilities for giving some practical effect to the general practical views presented in the article referred to—views which cannot be practically developed under the provisions of the new School Act.

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