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THE
JOURNAL OF EDUCATION

FOR

Upper Canada,

EDITED BY

THE REVEREND EGERTON RYERSON, D. D.,

Chief Superintendent of Schools;

ASSISTED BY MR. J. GEORGE HODGINS,

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AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF EDUCATION.

We know not that we can better commence the *fifth volume* of the *JOURNAL OF EDUCATION* than by presenting our readers with the Address of the Right Reverend Dr. POTTER, of Philadelphia, one of the Bishops of the Protestant Episcopal Church in the United States, delivered at Cleaveland, Ohio, at the opening of the second annual meeting of the *American Association for the Advancement of Education*—an Association of which the Chief Superintendent of Schools for Upper Canada has the honor of being a member, and which embraces the British North American Provinces, as well as the United States. Dr. POTTER'S language is as eloquent and beautiful as his views are comprehensive and philanthropic. Dr. POTTER, as President of the Association, opened the proceedings of the annual meeting with the following able and eloquent exposition of its objects and character :

He remarked :—The Association which we have now ventured to organize—I use the term ventured, because I appreciate the responsibility which any of the friends of education assume in undertaking to associate themselves together for purposes so vast, and under a title so comprehensive as are indicated in this instrument, which the Secretary has just read ;—the Association is not only national—it is in truth continental. It is an American Association for the advancement of Education, and it aspires to embrace within the sphere of its unpretending labours, representatives from all quarters of North America. It would recognize no barriers

between the citizens of this great republic, and the citizens of the neighbouring provinces of a British monarch. It would recognize, in regard to our own land, no distinctions, no dividing lines between the east and the west, the north and the south. It owns here, in its aspirations, but one country, and but one kin. Man as man, in all his high and illimitable capabilities, is the subject about whom we propose to counsel together—for the advancement and elevation of whom we propose to labour. A period seems to me to have arrived in the history of education in this country, and in every civilized and Christian land, in which re-unions, consultations, mutual deliberations, the calm, dispassionate exchange of opinion, become very important. To give to these re-unions their appropriate dignity, and, above all, their appropriate usefulness, it is desirable to combine the labours of those who come from every section. To attain this object it is proposed to make the meetings of this institution migratory. It was cradled upon the shores of the Atlantic, in that city where the Declaration of Independence was first made, and where first saw the light that ægis under which we live, the Constitution of the United States. All we can hope for in this institution is, a career in some humble measure as progressive and as rich in blessings to mankind, as has been the career of the two great instruments to which I have referred. By conversing at different points we hope to secure a fair infusion of the best intelligence and public spirit which has applied itself to this subject of education throughout the length and breadth of North America. We have met here, to-day, as if to indicate the comprehensive design of this institution. Where are we assembled? On the shores of one of those magnificent inland seas which constitute so much of the strength and glory of this people. We look towards the south, on that vast expanse, teeming with its millions of population, the waters of which discharge themselves into the Gulf of Mexico. Rolling at our feet are waters which reach the Gulf of St. Lawrence ; and these same waters, on their backward course, carry you to that mighty territory of the North and West so rapidly peopling from every part of the earth, and from which, as a great hive, multitudes are to be sent forth to the Pacific. The time at which we are met is auspicious. During these hours, there are assembled at the capital of a neighbouring State, which has entitled itself the Empire State, representatives from the science of the land—from those who have consecrated themselves to knowledge in the departments of chemistry, mechanics, and natural history.* We have assembled ourselves at a place distant from them geographically, to confer about the great science and art of education—a science which seeks to investigate the laws which regulate the normal development of the mind—an art which applies these laws to the actual culture and development of that same mind. Now, I conceive we shall labour well and wisely in this cause, in proportion as we recognize the fact, that while much has been given us

* The American Association for the Advancement of Science.

from the past in the speculations and the experience of those that have gone before us, much also remains to be discovered—more remains to be wisely and efficiently applied. I believe that a perfect system of training never will be discovered until a perfect philosophy of mind shall have been evolved. We must understand the laws of that wonderfully complex being, who is to be trained to the doctrine of his full and glorious development, ere we shall be prepared to present rules for that development in perfection. The labours of this Association will be valuable just in proportion as we come in the capacity of learners. If we come imagining that we have discovered the last secret of teaching, full of the vain-glorious thought that to us it has been given to utter the last words on this subject, then I conceive that the ~~making~~ ~~will~~ ~~be~~ ~~likely~~ ~~to~~ ~~be~~ ~~verified~~ in our case, that pride goeth before a fall. If there is one subject in which the deliberations of men should be cautious, the character of the resolves and the spirit of their inquiries free from dogmatism, it is the subject of education. Cotemporaneous with this time of meeting, there is another great congress assembled, well entitled to the consideration of civilized man all over the globe. I speak of those representatives of industry—of those productive arts which are the arts of peace—that are now gathered in the commercial emporium of Europe. The Temple of Janus is once more closed; the clamor of arms—at least for a short time—has ceased; and we are permitted to conduct our peaceful deliberations in the midst of a world at peace. I trust that the connection between education and the arts of peace will become more apparent, and that the great truth which is illustrated by all past experience, will be recognized by every parent and every teacher—that education is naturally allied to peace, and that war is the foe to mental improvement, in the old and the young alike. What we want, then, my friends, in this day of industrial and scientific congresses, is to cement, closer and closer, the bands which bind us, of education, to science on the one hand; and to the arts of peace on the other. We should show that the schoolhouse is the proper avenue to improvement in all the industrial arts, and that through which the young aspirant must pass, if he would become a discoverer of the truths of science. And how much might be done to kindle, in the minds of pupils, a love for truth—a love so large, so rich, so pure, that when that pupil goes forth into the arena of life, he may go as a learner of truth, through all of that life which Providence assigns him; so that, fired with an unflinching love for truth, he may learn more of it than has been given to others before him to know; so that he may give to the world some new truth, or clothe some old one in language and imagery so new and captivating, that the world will not willingly let it die. We stand here, then, to-day, my friends, in what may be considered a great moral and social centre. We plant ourselves here, and instal ourselves in the full possession of our responsibilities and privileges as an Association, that we may proclaim to the world the catholic character of the auspices under which we live—catholic, not merely in regard to territory, or to civil and political relations, but in regard to principles—in regard to systems—in regard to institutions—in regard to men. This is an American Association for the advancement of Education; for the advancement, permit me to say, of universal education; education in all its stages, from the humblest rudiments to the highest attainments—from the humblest seminary, called by the name of the District School, to the greatest of our universities and colleges. We know here no privileged classes—we know here no prescribed systems or institutions. We would give to every principle which appears upon the great stage of education, a full and impartial hearing. We would judge every system by its fruits, and as those fruits have approved themselves to the enlightened judgment of mankind, should we say it must stand or fall. It is a mistake to suppose that this Association contemplates merely what is called popular education, by that magnificent system of public instruction which is fostered by the State. The education which we desire to promote, is the education which lays its deep foundation in the family, which is carried forward in the common school and in the college. The only basis is a basis broad enough and large enough to comprehend every institution which has received the approbation of mankind. We meet to proclaim the progressive spirit of the age. Where are you sitting, my friends? Where am I standing? Where, fifty years before this time, no friend of human rights, no friend of education, addressed the large assembly. We are met here, to-day, where, only fifty years ago, there was almost a path-

less wilderness; where the Indian canoe and the Indian wigwam, or the solitary hut of the trapper, were the only objects which betokened the presence of man. Where are we now? Upon the borders of a State which did not then contain forty thousand people, but which has now two millions of souls. We are now in this beautiful city—this city of cities—with its twice ten thousand souls. Then, he who stood in Cleveland felt himself upon the furthest—the utmost borders of western civilization. And now, where is the man who can put his finger upon the map, and indicate the extreme western line which has been reached, or shall be reached, in our progressive march? How wonderful the progress during these few brief years! We have come here with this institution, that we may proclaim that those who founded it, founded it with hearts beating high and warm with the spirit of progress. But permit me to remind you, further, that we stand here, as on an appropriate spot, to vindicate our interest also in the cause of conservatism. What is this beautiful town? What this mighty commonwealth, this great republic, or this confederation of republics? Is it the creation of the last few years? Is it a creation that started into being by its own fiat, or has it come down to us as a precious legacy from the past? Does it appear from history that the United States is a country without an origin, a child without parents? There is no civilization of that kind—there are no blessings of that kind. There is no nation, kindred, or people that can lift up their heads to high heaven, and proclaim their independence of the men and the nations that went before them. They may rather say, with all humility and with all pride, that they are what the past of the world has made them. We boast the energies of the people among whom we live. We can trace them back to our sires, and to our father lands. Our pledge, our security for the glorious future, which we trust is opening before us, is, that we sprung from distinguished ancestry, and that our limbs are strong with the moral political strength that has been breathed into us from generation to generation. We come not ignoring the past, and contemning the labors of those who have gone before us in the work of education. When I look to Greece and Rome, and see what was taught in their Schools—what the masterpieces that emanated from the hands of their poets and orators, their sculptors and architects, their historians and philosophers—I cannot think that those schools were without merit, or that it becomes us to think or speak of them with disrespect. Be it ours rather to combine the results bequeathed to us by our predecessors, with improvements which shall demonstrate that we are entitled to be named and remembered as their not unworthy sons and heirs. The time is at hand when the records of the future will be made up—when the annals of those years that may succeed our present meeting will be registered. How will those annals appear as regards this Association? What shall be said, at the distance of ten, twenty, or thirty years of the promises and pretensions of this infant Association? Shall its history then be written over its tomb, or shall it be written upon a column, high and bright, standing with its head towards heaven, proclaiming that it still lives to serve and bless the world? Whether this proud destiny shall attend, it lies henceforth with you; with those who have forwarded and come here to instal this Association; with those who shall lead it on through its infant years; with the friends of education throughout the country; with the professors and the presidents of our colleges; with the men, good and true, who have devoted their lives, through twenty and thirty years, to the cause of education. These are the men whom we wish to meet here. And if they come not to our help, we will lay, in the day of our failure—if that day arrive—we will then lay the reproach of that failure at their door. With regard to those that are here, much will depend upon the dignity, the calmness, and the earnestness with which they deliberate. We can never confer too much, but we may resolve unwisely. We may act hastily; we may not recognize that propensity of the American mind which violates that homely proverb, "Be sure you are right, and then go ahead." An infirmity of the American character is to go ahead first, and then find out you are wrong. It has been the infirmity of the associations for the promotion of education. They have been formed without numbers; without numbers they have lingered out a short and fitful life, and have then expired. *Ilium fuit*—(Troy was). They were begun with great promises—they were miserable in their performance. Is this to be the history of this Association? I trust in God not. I should be sorry to have assisted in giving birth to such an institution. If we

labor kindly, wisely, then, though that catastrophe should come, we may say that our skirts are free from the blood of this abortive experiment. Only a few more years will have passed away before these children will have become invested with the sovereignty of this country; will become its citizens, its teachers, its parents, its lawyers, its physicians. Be true, then to your trust, and live and labor so that you may be able to lift your eye towards the adversary—towards heaven—towards the world, with the consciousness that whatever has done injury to the race, you did it not.

Poeths' Department.

From Dickens' "Household Words."

THE DUMB CHILD.

She is my only girl:
I ask'd for her as some most precious thing,
For all unfinish'd was Love's jewell'd ring,
Till set with this soft pearl;
The shade that time brought forth I could not see;
How pure, how perfect seem'd the gift to me!

Oh, many a soft old tune
I used to sing unto that deaden'd ear,
And suffer'd not the lightest footstep near,
Lest she might wake too soon;
And hushed her brothers' laughter while she lay—
Ah, needless care! I might have let them play!

'Twas long ere I believed
That this one daughter might not speak to me;
Waited and watch'd God knows how patiently!
How willingly deceived:
Vain Love was long the untiring nurse of Faith,
And tend'ring Hope until it starv'd to death.

Oh! if she could but hear
For one short hour, till I her tongue might teach
To call me *mother*, in the broken speech
That thrills the mother's ear!
Alas! those seal'd lips never may be stirr'd
To the deep music of that lovely word.

My heart it sorely tries
To see her kneel with such a reverent air,
Beside her brothers at their evening prayer;
Or lift those earnest eyes
To watch our lips, as though our words she knew,—
Then moves her own, as she were speaking too!

I've watch'd her looking up
To the bright wonder of a sunset sky,
With such a depth of meaning in her eye,
That I could almost hope
The struggling soul would burst its binding cords,
And the long pent-up thoughts flow forth in words.

The song of bird and bee,
The chorus of the breezes, streams and groves,
All the grand music to which Nature moves,
Are wasted melody
To her; the world of sound a tuneless void;
While even *Silence* hath its charm destroy'd.

Her face is very fair:
Her blue eye beautiful; of finest mould
Her soft white brow, o'er which, in waves of gold,
Ripples her shining hair,
Alas! this lovely temple closed must be,
For file who made it keeps the master-key!

Not of all gifts bereft
Even now. How could I say she did not speak!
What real language lights her eye and cheek,
And renders thanks to Him who left
Unto her soul yet open avenues
For joy to enter, and for love to use.

And God in love doth give
To her defect a beauty of its own,
And we a deeper tenderness have known
Through that for which we grieve.
Yet still the seat be melted from her ear,
Yea, and my voice shall fill it—but not here.

When that new sense is given,
What rapture will its first experience be,
That never woke to meaner melody,
Than the rich songs of heaven,—
To hear the full-toned anthem swelling round,
While angels teach the estacies of sound!

ILLUSTRATIONS OF GRECIAN ANTIQUITIES.

We have thought it might prove entertaining to the youthful portion of our readers, to find in our pages occasional illustrations of some of the more remarkable institutions and customs of the two most celebrated heathen nations of antiquity,—the Greeks and the Romans.

Among the Greeks, periodical GAMES were of high antiquity, and exerted an important influence upon their national character. Such games were early celebrated, especially in honour of the dead; and HOMER, the father of Grecian poetry, describes, in his account of the funeral of PATROCLUS, the chariot-races, foot-races, boxing, wrestling, throwing the quoit, &c. These games were at length connected with the religious festivals of the Greeks, were deemed sacred, and regarded as a part of their religion. In his Epistle to the Grecian Christians at Corinth, St. PAUL refers to these games, in illustration of Christian conflict, duty, and hope. He says he "runs not as uncertainly;" he "fights, not as one that beateth the air;" he has in view, "not a corruptible, but an incorruptible crown." He also "keeps his body under, and brings into subjection"—referring to the severe course of physical regimen and exercise required of Grecian competitors, preparatory to their public appearance.

There were four public solemn games in Greece—the Olympic, Pythian, Nemean, and Isthmian. The *Isthmian* games were celebrated near the Isthmus of Corinth, whence they derived their name. They were observed every third, and afterwards every fifth year, and held so sacred, that a public calamity could not prevent their celebration. The victors were crowned with a garland of *pine leaves*.

The *Nemean* games were celebrated in the town of Nemea, in Argolis, every third year. The victors were crowned with *parsley*.

The *Pythian* games were celebrated every fifth year, in the second year of every Olympiad, near Delphi. The victors were crowned with *laurels*.

The *Olympic* games were celebrated the first month of every fifth year at Olympia, a town situated on the river Alpheus, in the territory of Elis, on the western coast of the Peloponnesus. These were the most famous games of the Greeks; they lasted five days, and drew together an immense concourse from all parts of Greece, and even from foreign countries. No one was permitted to contend in them unless he had prepared himself, by continual exercises, for ten months in the public gymnasium at Elis. The competitors were obliged to take an oath that they would use no unlawful means to obtain the victory. The prize bestowed on the victor was a crown of *olive*; yet this honour was considered equal to the *victory of a general* among the Greeks, and to a *triumph* among the Romans. THUCIDIDES informs us that during the celebration of these games, a sacred truce was observed between all the States of Greece, all hostile operations were suspended, and, for the time, they regarded each other as fellow-citizens and brethren.

The only authentic chronology of the Greeks, is connected with these games. The space (four years) that intervened between one of their celebrations and another was called an *Olympiad*. The era of the first Olympiad is 776 years before the Christian era. The Olympiads may be reduced to the common era, by multiplying the Olympiad, immediately preceding the one in question, by 4, and add the number of years to the given Olympiad, and, if B. C., subtract the amount from 777; if A. D., subtract 776 from the amount.

The exercises practised at these games were, first, foot-races alone; but they afterwards consisted also of throwing the quoit, boxing, wrestling, horse, and chariot-races. At that period, when gunpowder was unknown, and war had not become a science, and each battle was only a multitude of single combats, such exercises of bodily strength and activity were much cultivated by most ancient nations; but the Greeks were the first to reduce them to a system, and invest them with the importance of a national institution.

These games were not wholly confined to gymnastic and athletic exercises; contests were also, at later periods, admitted between poets, orators, musicians, historians, philosophers, and artists of different descriptions. It was there that portions of the history of HERODOTUS were first recited or read; and it was by thus listening to the fascinating tales of the Father of profane history, that THUCIDIDES first caught the inspiration which prompted him to write a history as philosophical as it is brilliant, and as charming as it is profound. It was at these games also, that LYSIAS recited his harangue on the fall of the tyrant DIONYSIUS. Intellectual enjoyments thus became blended with social amusements and athletic contests; and assemblages which first produced martial skill and prowess, were in after ages productive of social and intellectual refinement.

The following illustrations will give our youthful readers some idea of the principal athletic exercises which were practised at the Grecian games, and cannot fail to impress them with the much greater elevation of modern taste, and manners, and institutions, and especially of religion and morals, notwithstanding the boasted refinement and grandeur of Grecian taste and character.

CHARIOT RACE.



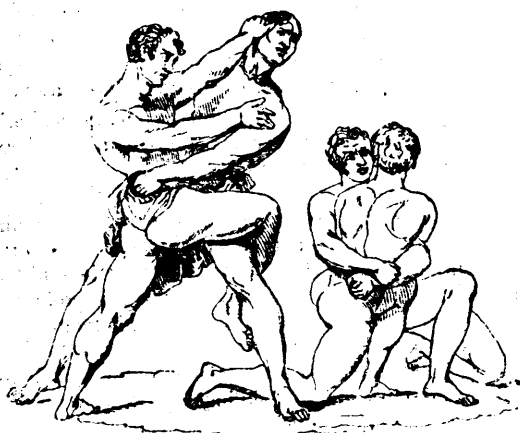
FOOT RACE.



BOXING.



WRESTLING.



LEAPING.



THROWING THE QUICIT.



ILLUSTRATIONS OF ASTRONOMY.

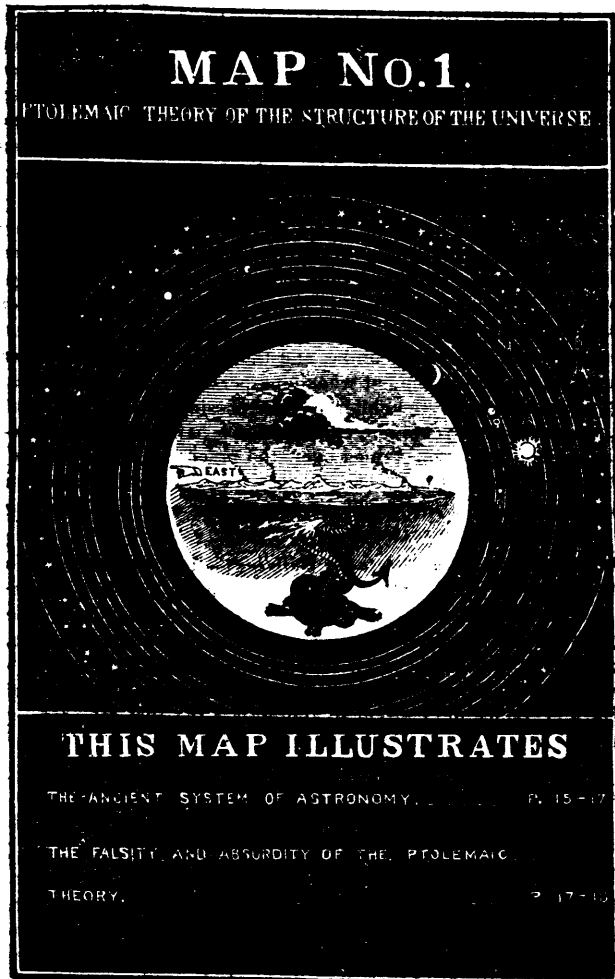
Great and devout minds have, in all ages, contemplated, with much interest, the sun, the moon, and the other heavenly bodies which people the universe : and the mind of youth finds an ennobling and delightful employment in surveying betimes those amazing productions of infinite wisdom, benevolence and power. We propose to contribute to the profit and enjoyment of our youthful readers by presenting them with a series of illustrations which exhibit the more obvious and entertaining facts connected with the progress and study of astronomical science. The engravings procured for this purpose, have been obtained from the New York Publishers of MATTISON'S *Elementary Astronomy for Academies and Schools*—a work of much originality, and highly approved by great numbers of Professors and Teachers in the United States.*

The Holy Scriptures contain, by many centuries, the oldest records of celestial phenomena, as well as of human history. MOSES, who wrote a thousand years before the oldest Greek historian, narrates the creation of the sun, moon and stars, and the commencement of their revolutions; and JOB, who probably lived before MOSES, refers to constellations or clusters of stars under the very names that they bear at the present day. He speaks of "*Arcturus, Orion, and Pleiades,*" and contemplates the Almighty as "hanging the earth upon nothing." Both the Egyptians and Assyrians paid much attention to the stars; and ALEXANDER the Great, 386 B. C., found, at Babylon, authentic records of eclipses, observed there, 720 and 718 B. C., and astronomical records extending back to some 2000 B. C., or about the time of the Patriarch ABRAHAM.

About one thousand years after JOB and MOSES, flourished in succession, in Greece, THALES, ANAXIMANDER, and PYTHAGO-

* The Maps, of which the engravings given are miniatures (together with the text-books), are for sale at the Educational Depository, Toronto. See Descriptive Catalogue.

RAS, each of whom made astronomical observations and taught some doctrines the correctness of which has been verified by the investigations of modern science. In the second century of the Christian era, the Egyptian philosopher PTOLEMY constructed a regular theory of astronomy, by which he proposed to account for all the motions and appearances of the heavenly bodies. As the theory of PTOLEMY obtained generally until the establishment of the Copernican theory of the solar system, about 1530, we will here present Map No. 1, illustrating the Ptolemaic theory of the structure of the universe:



This Map represents the earth, situated in the centre of the universe, as a flat surface, inhabitable on one side only, being perfectly at rest, revolved around, from east to west, once in 24 hours, by sun, moon, planets and stars. Some supposed the earth to float on an abyss of waters, but did not pretend to say on what rested the mighty waters themselves; the greater part imagined, as represented in the map, that the earth was upheld by a huge *dragon* or *serpent*, and that the serpent rested on the back of a *tortoise*; but on what rested the tortoise, no one could conjecture.

In the above map, the *white circles* represent the *orbits*, or *paths* or *curves* which the planets describe in their supposed revolutions, around the earth—like the rail road tracks along which pass the cars of passengers or merchandise. The dark spaces between each of these white circles were supposed not to be dark, as represented in the map, but to be vast *crystal arches*, or concentric spheres, rising one above the other, with their concave or hollow sides towards the earth, and perfectly transparent to admit the light from the heavenly bodies, which were supposed to be set in these hollow spheres, like *diamonds* or *gems* in a ring. Thus these vast arches or hollow spheres prevented planets from falling upon the earth when passing over its surface, while their crystalline transparency permitted the planetary rays of light to pass unobstructed to the earth.

The heavenly bodies are represented at different distances from the earth—the Moon nearest, then Mercury, Venus, and the Sun;

and beyond the Sun, Mars, Jupiter, and Saturn, and then the fixed stars, among which a comet may be seen. The space beyond the fixed stars was considered the happy abode of departed spirits.

But as Mercury and Venus appear sometimes to go before the sun and sometimes after him, the Ptolemaic theory accounted for this by supposing that besides circles of the heavens, which the planets passed around daily, there were small circles within their respective spheres around which they revolved at the same time. These were called *epicycles*—circles upon circles. One of them may be seen on the map in the second space or sphere of Mercury. In this Map, the arrow shows the direction of the motion of the heavenly bodies; the Sun and Moon are represented as going down in the west, the moon as having fallen a little behind the sun, as when we see the new moon; Mercury and Venus are represented near the sun, as they always are; Mars, Jupiter and Saturn are seen over the earth, towards the left; on the right is seen a *comet*, passing down near the sun; the fixed stars are seen in the outer sphere. By whom and how the primary moving power was applied to those ponderous spheres to cause their rapid westward motion, no one pretended to know; but it was supposed to be applied in some way to the outward or upward sphere, above the fixed stars, and then communicated from one sphere to another down to the lowest—the lowest moving the slowest, as the moon was constantly falling behind the sun.

Such was the *Ptolemaic Theory* of the structure of the Universe—a theory which was generally believed until about three centuries ago,—a theory full of self-contradiction and absurdity—a theory which converts the larger heavenly bodies into satellites of the smaller, makes the earth stationary, and gives to the sun a velocity of motion of twenty-five millions miles per hour, or *sixty-nine thousand four hundred and forty miles per second!*

We shall next give illustrations of the Copernican Theory of the Solar System.

"MOTHER, PLEASE TELL ME A STORY."

How many a mother has complied with this oft-repeated request until every page of incident in memory's annals has been thrice rehearsed to the eager listeners! And yet they ask for more.

Next to "what mother did when a child," "true stories" about others please. Do our sons love tales of heroes? Where shall they look for examples of pure heroism but on the sacred page? Where for the truly pathetic, which, while it melts the tender heart, leaves upon it an impression in favour of goodness, of stern, unflinching integrity? And when does a mother ever enter into all the details of the sacred narrative, and draw out and enforce the truth it is designed to teach, without feeling her own heart benefited?

But there is another reason, not often mentioned, why we should early make our children familiar with the character of those ancient worthies who, through faith and patience, now inherit the promises. *They are the living—we and ours, the dying.* They now inhabit that "better country" which they sought, and which we, if indeed their followers, are now seeking as the eternal home of ourselves and children. With what a glorious company of patriarchs, prophets, and apostles we hope soon to mingle, and to this honour and blessedness we would have our children aspire. First, we would lead them to Jesus, then in the footsteps of His flock, till redeemed from earth they sit down with Abraham, Isaac, and Jacob in the kingdom of heaven.

It was a beautiful remark made by a bereaved mother in India—the wife of a German missionary—to one of the ladies of the American mission. "In one week she was called to lay in the grave three lovely, intelligent children, between the ages of five and ten years, I think, who had loved the Bible and loved prayer. After going through the affecting details of their sickness and death, she added, "It is a great comfort for me to think they have not gone among strangers! for, said she "I have made them acquainted with Abraham, Moses, Samuel, David, Paul, and all the Scripture saints." Her mind dwelt with pleasure on the delighted hours she had spent with them in this way, and now, though gone from her embraces, she felt a sweet assurance that they were mingling with the spirits of those "just men made perfect," of whom they used to converse.

How many hours of anxious toil will parents cheerfully endure to prepare their children to occupy, for a few brief years, a respec-

table place in society! This is well. But how much more earnestly should we strive to fit them for a *home* and *work* among the redeemed, which will be eternal!

Miscellaneous.

"A SILVER LINING TO EVERY CLOUD."

BY ELIZA COOK.

The poet or priest who told us this
Served mankind in the holiest way:
For it lit up the earth with the star of bliss
That beacons the soul with fearful ray.
Too often we wander, despairing and blind,
Breathing our useless murmurs aloud;
But 'tis kinder to bid us seek and find
"A silver lining to every cloud."

May we not walk in the dingle ground
When nothing but autumn's dead leaves are seen?
But search beneath them, and peeping around
Are the young spring tufts of blue and green.
'Tis a beautiful eye that ever perceives
The presence of God in mortality's crowd;
'Tis a saving creed that thinks and believes
"There's a silver lining to every cloud."

Let us look closely before we condemn
Bushes that bear no bloom nor fruit;
There may not be beauty in leaves nor stem,
But virtue may dwell far down at the root.
And let us beware how we utterly spurn
Brothers that seem all cold and proud;
If their bosoms were opened, perchance we might learn
"There's a silver lining to every cloud."

Let us not cast out memory and truth,
When guilt is before us in chains and shame,
When passion and vice have cankered youth,
And age lives on with a branded name:
Something of good may still be there,
Though its voice may never be heard aloud.
For, while black with the vapors of pestilent air,
"There's a silver lining to every cloud."

Sad are the sorrows that oftentimes come,
Heavy and dull, and blighting and chill,
Shutting the light from our heart and our home,
Marring our hopes and defying our will;
But let us not sink beneath the woe—
'Tis well, perchance, we are tried and bowed—
For be sure, though we may not oft see it below,
"There's a silver lining to every cloud."

And when stern death, with skeleton hand,
Has snatched the flower that grew in our breast,
Do we not think of a feirer land,
Where the lost are found, and the weary at rest?
O! the hope of the unknown future springs
In the purest strength o'er the coffin and shroud;
The shadow is dense, but faith's spirit-voice sings
"There's a silver lining to every cloud."

THE LATE ACCIDENT IN THE NINTH WARD SCHOOL, CITY OF NEW YORK.

Incidents of the Catastrophe.—Most of the unfortunate children killed by the dreadful calamity at the Ninth Ward school house on Thursday afternoon, were buried on Saturday and Sunday. Seventeen were interred in Greenwood cemetery on Saturday, and their funerals were attended by the surviving members of the classes to which they belonged. Probably there was not a clergyman in the city who did not allude in his sermon to this terrible calamity, and take occasion to impress upon his hearers the uncertainty of life. No disaster has ever seemed to create more general gloom and mourning. It is the subject of conversation in every circle, and many interesting incidents have been reported in the various journals.

It is said that "one poor girl, who was on the staircase after the balustrade had gone, feeling herself pressed toward the edge of the stairs, threw her arms around a younger girl next to her, who, having more support, stood in no immediate danger. The little one, feeling the grasp of her friend, said, 'Anne, let go, please, or you will drag me down with you.' And Anne did let go; she kept her footing for a few seconds, and then reeled and fell upon the mass of sufferers below. She was among the dead."

* Irish Proverb.

Letitia, the youngest daughter of Mr. Justice Bleakley, was a pupil in one of the small classes, and when the children rushed for the stairway, she was carried with the current, and, as she describes, they all went down together as if upon the tossing waves. When descending below stairs, she sank upon one of the steps, beneath several of her school mates, and while lying there she was almost suffocated, became drowsy and sleepy, and finally said to a little girl beside her, 'Antoinette! I am going to sleep,' at this moment a piece of wood fell upon her head, and cutting it near the temple, the blood flowed profusely, which revived her, and in a few minutes she was extricated from her perilous situation.

An instance of fraternal devotion is told of one Alfred Gage, who, after reaching the ground floor in safety, saw his brother on the fatal staircase, vainly seeking to retain his footing. Alfred attempted to make his way through the crowd to assist his brother, but his efforts were fruitless, and placing himself below the little fellow, he told him to spring down, a height of twenty feet. Thus called upon, the boy made the frightful leap, and both fell among the dying and wounded, without being in the least injured.

A girl nine or ten years old and a boy of six years were rushing with the crowd to get down stairs, but just as the little fellow reached the door he thought of his hat, and determined not to go without it. His sister wanted to hurry him on, but he would not go, and they both returned to find his hat. Before they had crossed the school-room the railing broke, and the little boy and his sister were saved, for, before the hat was found persons entered the room, and prevented more of the children from passing through the door. One girl, about nine years old, came within a hair's breadth of destruction. She had been forced over the precipice by the crowd, but it chanced that her dress caught upon a projecting fragment of the banister and held her for at least a minute over the yawning gulf. She was finally rescued.

Improvements introduced into the Building.—The well into which the children were precipitated has been filled up by building a platform on a level with each landing, sustained by iron columns. The broken balustrade has been replaced by one made of black-walnut, strongly bound with iron. New doorways have been cut, and it is proposed to erect a tower in which to place additional stairways, if the Board of Education consent to appropriate the sum required.

PRINCIPLE OF FREE SCHOOLS.

Extract from a reported Speech delivered by Governor Briggs, of Massachusetts, at a celebration held a few months since, in the New York State Normal School at Albany:—

"That principle is now advancing over this Union. You have proclaimed it here. I have no more idea that that principle of the law you have passed for the universal education and free education of the children of New York will be repealed, than I have that the waters of Lake Erie after they have dropped down the cataract of Niagara, will turn and go back again. (Applause.) You can't do it. Well, why should it not be so? That is the question. Why should not the property of the state educate the children of the state? I mean by an equal and just tax on property. I suppose this building was erected by tax or by the state. Why? Because the legislature deemed it for the public good; because the public good required it. And that is the only just principle of taxation. The only just ground on which you can take any man's money for a public purpose is, that the public good requires it. That is the principle which justifies the taking of the property of the public to educate the children of the public; that it is for the highest good of the whole public that every child in the state should be educated. In an economical point of view this is true. Idleness and ignorance go together. People are industrious and frugal in the proportion that they are intelligent. Vice and ignorance go together. Crime and ignorance are companions. They move together in darkness; and if you would arrest crime in your state, you must diffuse education among the children of the state before they grow up to be men and women. I see it stated in the report of your state prison inspectors that of the two thousand eight hundred convicts in the prisons, there were less than five hundred that had an ordinary school education. What a fact that is! It sustains the position I now take, that to prevent crime you must educate. If you would have children grow up to be virtuous men and women, they must grow up intelligent. If you would have them intelligent, you

must educate them. If they are to be educated, you must provide the means. All experience shows that if left to the voluntary action of parents, even if they are able, it will not be done. Then it is for the legislature to provide the means for the education of every child, and as this is for the highest public good of the state whatever the expense, it should be paid for by the property of the state. Nobody has a right to complain of this. You will find in cities, as well as in the country, men of property and men without, who complain of this. "Why," says the man of property, "am I to be taxed to support the children of my neighbors? I have educated my children, and they have gone about their business. I have performed my duty." No, you have not. The best good of the community requires that children should be educated in every generation; and whilst you have property it is just that your property should be taxed for these expenses. Another man says he's got no children, and am I to be taxed to support other people's children? Got no children! Why don't you have children? [Laughter.] I've got no wife. Why not have a wife? [Renewed laughter.] I hold that it is the duty of every good citizen to have a wife and children; and thus the poor apology for not being taxed is taken away. Now if there is any solitary old bachelor who hears me, who has got money and no wife, and thinks it a hardship to be taxed to support other people's children, tell your grievances to some kind-hearted lady [laughter] and my word for it, if worthy, you will get relief. If you do not, you ought to be taxed to the utmost extent of the law. [Roars of laughter.] Taxed to support other people's children! So it is. But there are children who have parents who would not educate them if you did not force them to do it. Then there are persons who have no property and many children. These children should be educated. Let me tell you that it is a mistake to suppose that the duty of parents is ended when they have educated their own children. You and I are just as much interested in the education of other people's children as of our own. A man's children are only such until they have attained their majority. They are turned into the common society, and mingle with the mass of citizens in that society. Thus it is your interest and mine to know whether they are turned out ignorant and vicious, to corrupt others by their example and poisonous influence, and join with them in depredations upon the property of others, or whether they go forth educated and enlightened, full of human sympathy, and ready to perform all their duties as citizens. That is a question in which all are interested; and the interest of the parent is lost in that of the community, and it is the duty of every man to pay something to defray the necessary expenses. My assertion is, that there is no possible object belonging to community or government, that has higher claims on the property of the community than the universal education of its children."

PROGRESS OF INVENTIONS TENDING TO SUPERSEDE STEAM.

Steam certainly bids fair to be superseded as a motive power. The ingenuity of man is on the rack to supplant this active agent, and he will succeed. A printer in Iowa has gone to Washington to secure a patent for a power printing press, to be worked by galvanic magnet. It is stated, that his press, in full operation, with a form upon it, throws off impressions with lightning rapidity. The paper works upon a reel, and is continuous, like the telegraph coil. It passes over the type on a cylinder, and when one side is worked, the paper is reversed, and the other side printed with perfect register, and the sheets are clipped as they come from the press. Mr. Foreman, the inventor, states that the largest sized presses can be put up at a cost of no more than \$500. Should expectations be realized, the discovery will greatly cheapen and facilitate the art preservative of all arts.

The *Cincinnati Atlas* announces a wonderful invention in that city. Mr. Solomon, a native of Prussia, is the inventor. He is a gentleman of education, and was professor of a college in his native land, at the age of twenty-five. In Cincinnati he prosecuted his scientific researches and experiments, which now promise to result in fame, wealth and honour to himself, and incalculable benefit to the whole human family. The invention of a new locomotive and propelling power by Mr. S. was mentioned some six months ago, and a few days ago, his new engine in course of construction for many months, was tested, and the most sanguine expectations of the inventor more than realized. The *Atlas* says:—

"On Monday last the engine was kept in operation during the day, and hundreds of spectators witnessed and were astonished at its success.

"The motive power is obtained by the generation and expansion, by heat, of carbonic acid gas. Common whiting, sulphuric acid, and water, are used in generating this gas, and the 'boiler' in which these component parts are held, is similar in shape and size to a common bomb-shell. A small furnace, with a handful of ignited charcoal, furnishes the requisite heat for propelling this engine of 25 horse power. The relative power of steam and carbonic acid is thus stated:—Water at the boiling point gives a pressure of 15 pounds to the square inch. With the addition of 30 degrees of heat the power is double, giving 30 lbs.—and so on, doubling with every additional 30 degrees of heat, until we have 4540 pounds under a heat of 452 degrees—a heat which no engine can endure. But with the carbon, 20 degrees of heat above the boiling point, give 1080 pounds; 40 degrees give 2160 pounds; 60 degrees 4320 pounds; that is 480 pounds greater power with this gas, than 451 degrees of heat give by converting water into steam!

"Not only does this invention multiply power indefinitely, but it reduces the expense to a mere nominal amount. The item of fuel for a first class steamer, between Cincinnati and New Orleans, going and returning, is between \$1000 and \$1200, whereas, \$5 will furnish the material for propelling the boat the same distance by carbon. Attached to the new engine is also an apparatus for condensing the gas after it has passed through the cylinders, and returning it again to the starting place, thus using it over and over, and allowing none to escape.

"While the engine was in operation on Monday, it lifted a weight of 12,000 pounds up the distance of five feet perpendicular, five times every minute. This weight was put on by way of experiment, and does by no means indicate the full power of the engine."
—*Louisville Cour.*

RAPIDITY OF THOUGHT IN DREAMING.—A remarkable circumstance, and an important point of analogy, is to be found in the extreme rapidity with which the mental operations are performed, or rather with which the material changes on which the ideas depend, are excited in the hemispherical ganglia. It would appear as if a whole series of acts, that would really occupy a long lapse of time, pass ideally through the mind in one instant. We have in dreams no true perception of the lapse of time—a strange property of mind! for if such be also its property when entered into the eternal disembodied state, time will appear to us eternity. The relations of space as well as of time are also annihilated, so that while almost an eternity is compressed into a moment, infinite space is traversed more swiftly than by real thought. There are numerous illustrations of this principle on record. A gentleman dreamt that he had enlisted as a soldier, joined his regiment, deserted, was apprehended, carried back, tried, condemned to be shot, and at last led out for execution. After all the usual preparations a gun was fired, he awoke with the report, and found that a noise in the adjoining room had, at the same moment, produced the dream, and awakened him. A friend of Dr. Abercrombie dreamt that he had crossed the Atlantic, and spent a fortnight in America. In embarking, on his return, he fell into the sea, and awakening in the fright, found that he had not been asleep ten minutes.—*Dr. Winslow's Psychological Journal.*

LITERARY CIRCLES OF LONDON.—The society of the literary world of London is conducted after this wise:—There are certain persons, for the most part authors, editors, or artists, but with the addition of a few who can only pride themselves upon being the patrons of literature and art—who hold periodical assemblies of the notables. Some appoint a certain evening in every week during the season, a general invitation to which is given to the friends; others are monthly; and others, again, at not so regular intervals. At these gatherings the amusements are conversation and music only, and the entertainment is unostentatious and inexpensive, consisting of tea and coffee, wine or negus handed about in the course of the evening, and sandwiches, cake, and wine at eleven o'clock. Suppers are prohibited by common consent, for coquetry would speedily put an end to society so agreeable to be sacrificed to fashion. The company meets usually between eight and nine, and always parts at midnight.—*The Critic.*

JOURNAL OF EDUCATION.



TORONTO, JANUARY, 1852.

In entering upon the fifth year of the *Journal of Education* the retrospect of the progress of the work to which its pages have been devoted during the last four years furnishes strong ground of thankfulness and congratulation. Viewed in respect to educational matters, Upper Canada in 1852 and 1847 presents as many points of contrast as of comparison; we shall not however dwell upon either at the present moment. But we improve the opportunity presented by the commencement of a new year, as well as civil year, to offer a practical suggestion or two to all parties concerned in providing and diffusing the blessings of education and knowledge,—especially to Councillors, Superintendents, Trustees and Teachers.

1. An acquaintance with their duties and the proper course of proceeding in the many questions which arise in working out the great problem of universal education, must contribute no less to their personal satisfaction than to their public efficiency. We would therefore recommend to their careful perusal the *last Annual School Report for Upper Canada* which has just been presented to every Municipality and School Corporation in the Province,—especially the Papers contained in the Appendix. In one or other of those papers most of the questions are explained and discussed which have caused difficulty or embarrassment to Municipal Councils, local Superintendents, or Trustees. As a further ever convenient publication of reference, we would intimate to them again the advantage and importance of procuring the *Journal of Education*—conducted as it is, gratuitously, under the direction of the Head of the Department to which application is constantly made for information, directions and decisions, and containing as it does, from time to time, elucidations and expositions of the very matters that are so often submitted, besides notices and references important to school officers generally. Many instances have occurred during the last year, in which Municipal Councils have erred in their proceedings, and Trustees have got into difficulty and incurred loss and trouble, for want of information which had been given in the *Journal of Education* weeks before; and in several instances local Superintendents have, in embarrassment and perplexity, written to this Department on matters to which their attention had been specially called, and respecting which all needful information had been given in the *Journal of Education*. Instances have also occurred of Teachers experiencing inconvenience and loss from the same cause. No vagrant taste is consulted in the management of this *Journal*; its mission is special, and it pursues its one great object, omitting no topic that may be necessary to school officers, and doing what appears best calculated to awaken the curiosity and direct the attention of the country at large to principles and objects vital to the interests and progress of a free and Christian people. Those who will not co-operate with us in this work, will only have themselves to blame for any inconvenience or disadvantage which may ensue to them or their children from a penny wise and pound foolish policy.

2. We would also suggest to all friends of educational progress, in both town and country, not to be in the least discouraged by any kind of opposition that may be arrayed against them. No great reformation, nor any important improvement was ever yet introduced in any age or country, without encountering great opposition. The introduction of Christianity itself was made the occasion of violent hostility and even fierce persecutions on the part of the vicious, the proud and the selfish, and was declared to be the cause of many social contentions and public calamities. The first efforts to establish free constitutional governments, in all countries where they have been made, have had to brave successive storms of opposition from individual ambition and cupidity. And not unfrequently are the discussions and efforts connected with the election of Members of the Legislature, and Municipal Councils, and other kindred accompaniments of free government, pointed to as the melancholy fruits of having disturbed the tranquil realms of a time-honoured despotism, where free discussion is treason and popular election-meetings rebellion. Similar objections are urged against all efforts to promote popular education—especially the free universal education of a neighbourhood or city. The opponents of this great mission of modern civilization, while they have remained unchanged in spirit amidst the progressive changes taking place around them, have shrewdly varied and adapted their objections and language to the varying and novel circumstances in which they find themselves placed. Formerly it was boldly maintained, that ignorance was the providential allotment of the labouring and poorer classes of society, and that to educate them was unfitting them for their condition and invading the prerogative of the rich. The gross error and inhumanity of this objection having long since been exposed, the spirit that formerly employed it has recourse to others more plausible. At one time the objector says that, “to be sure, all ought to be educated, but the assessment law is unequal, and men ought not to be unequally burdened to support schools,”—though this objection is never thought of being urged against taxes imposed for any other of the numberless objects of public necessity and improvement, from the planking of a side-walk to the construction of a railroad, and just as if the doors of knowledge are to be closed against the needy many on account of some alleged defects in the assessment law and to save to the wealthy few, rather than the selfish few, some pence of taxes which they think they ought not to pay! At another time the objector says, “the poor ought to be educated, and I do not object to pay something for that purpose; but they ought to be educated as poor”—just as if the spirit of pauperism ought to form a part of education, and as if it were better to educate children as paupers than to educate them as freemen! It would indeed be a calamity, if the spirit and character of poor and ragged schools in Great Britain were introduced into any part of our school system. Such schools have originated in Christian feelings in the Mother Country and are accomplishing benevolent objects, but they are there the partial mitigation of an evil which would not have existed had education for all been duly provided for by public authority, and the existence of which should be prevented here by a system of free education.

“But,” says the objector again, “I have no objection to provision being made for the education of all, but I object to the indiscriminate mixture of all classes and descriptions of children in the same school; I object to the building of expensive school houses; and object to a system which relieves men from paying who are able to pay for the education of their children, and imposes that burthen upon others.” The principle of the system of free schools is, that every man (without exception) should pay and pay annually, according to his property; and if there are any who have

property, and yet do not pay in proportion to it, the fault is with the assessment law, and not with the system of free schools; and therefore the former should be amended, and not the latter condemned. As to expensive school houses, we know of no school houses either built or proposed to be built in Upper Canada anything like as expensive as may be seen in every city and town in the neighbouring States, where the expenditure of public money is carefully looked after. Many persons are habituated by association to think that any sort of a place will answer for a school house, whereas if they would only think a few moments on the nature of the case, they would see that the school house ought to be better than the jail, or court house, or town hall—that it ought in fact to be the best house in any city or town, except a church, if the inhabitants think that education and knowledge are the best inheritance of a people, and are indeed the essential element and guarantee of public liberty. The character of the school houses in a city, or town, or township, is the true index of the estimate of education by the inhabitants. It is self contradictory and absurd for a man to say that he highly values the good education of all, and yet opposes the erection of a good school house. And the erection of good school houses in cities or towns is a necessary preliminary step to the classification of schools—to the removal of the objections as to the improper and indiscriminate mixture of children at the public schools—the establishment of schools of different degrees, as well male as female, so that there will be high or select schools for the more advanced pupils as well as primary schools for the youngest children—requiring as an indispensable condition of admission (as is always the case in the American cities of free schools in regard to schools of all grades) *good clothing and personal neatness*, as well as good conduct.

Yet once more rejoins the objector, "I think every man ought to educate his own children; I have educated mine, and ought not to be taxed to educate the children of others." On this point, two questions are submitted to the candid consideration of the objector. 1. Is not education an interest of the state? Or, in other words, would it not be an injury to a state if all its citizens were ignorant, and would it not be a benefit to a state if all its citizens were educated? If so, then ought not every man to contribute to the interest of the state, according to his property? 2. Is the objector quite sure that the State, (that is all the people in a state,) has not contributed to the education of his children? The fees of tuition have not paid more than one half of the expenses incurred for the establishment and support of each Grammar School in Upper Canada; not more than one-tenth of the expenses of Upper Canada College, or one-hundredth part of the expenses of the Toronto University. Considerable public grants have also been made to Victoria, Queen's, and Regiopolis Colleges and the Toronto Academy. The persons, therefore, who have educated their sons at any of these institutions, have been largely aided by others, and cannot, without inconsistency and ingratitude, object to the principle of being taxed themselves for the education of others; and the persons educated at any institution, largely aided by public grants or endowments, ought to be the most zealous advocates of public provision for the sound education of all the youth of the land.

It is gratifying to know that, in a great many instances, objections to the principle of universal education arise from misapprehension, and not from selfishness or opposition to the object proposed; and it is an encouraging and noble fact, that some of the most wealthy, as well as most intelligent men in the various counties throughout the province, are advocates of the education of all, at the expense of all, according to property.

COUNTY OF NORFOLK AND CHIEF SUPERINTENDENT OF SCHOOLS—SCHOOL SYSTEM IN U. C.

In the number of this *Journal* for November, it was stated that the Department of Public Instruction had presented Maps and other School Requisites, to the amount of several pounds, to each of the County Councils in Upper Canada, for the information of all parties interested in the improvement of the schools. This circumstance has given rise to communications of a peculiar kind between the Municipal Council and Board of Public Instruction for the COUNTY OF NORFOLK and the Head of the Department; as those communications also illustrate the character and operations of the school system, the insertion of them in this *Journal* may not be deemed improper. They are as follows:—

(COPY.) COUNTY CLERK'S OFFICE, SIMCOE,
County of Norfolk, December 27th, 1851.

REVEREND AND DEAR SIR,—

I have much pleasure in being made the medium of communicating to you the annexed Resolution, unanimously passed by the Council of this County, at its recent Session, and to add, which I do with great satisfaction, my most willing testimony to the great ability, indefatigable industry, and untiring zeal with which you have laboured in the long-neglected, but now, thank God, universally appreciated, cause of Common School education, since I have had the honour of being the channel of communication, through which your exertions have been, though only partially, made known to the inhabitants of this, I believe, your native County.

Accept, Reverend and Dear Sir, the assurance of my high regard, and believe me to be,

Yours, very faithfully,
(Signed) STEPHEN J. FULLER,
County Clerk, County Norfolk.

The Reverend
EGERTON RYERSON, D.D.,
Chief Superintendent of Education,
Toronto, C. W.

Moved by Mr. FORD, seconded by Mr. I. W. POWELL, and resolved,

First.—That this Council has much pleasure in availing itself of this opportunity of expressing their approbation of the energy and efficiency displayed by the Chief Superintendent of Education, in the discharge of his arduous duties, and to thank him for his handsome donation of Maps, Historical Prints, &c., lately forwarded to this Council for the use of School officers.

Second.—That the County Clerk be instructed to transmit a copy of this Resolution to the Rev. E. RYERSON.

And the motion was passed unanimously in the affirmative.

I the undersigned hereby certify that the foregoing motion and resolution are truly copied from the Journals of the Municipal Council of the County of Norfolk, of Wednesday, December 17th 1851.

(Signed) STEPHEN J. FULLER,
County Clerk, County Norfolk.

COUNTY CLERK'S OFFICE,
Simcoe, December 27, 1851.

DEPARTMENT OF PUBLIC INSTRUCTION FOR U. C.

(COPY.) EDUCATION OFFICE,
Toronto, January 2nd, 1852.

SIR,—

I have the honour to acknowledge the receipt of your letter of the 27th ultimo, and, in reply, I beg to express my respectful and most heartfelt thanks to the Members of the Council of the County of Norfolk, for the approving and complimentary terms in which they are pleased to acknowledge the receipt of the documents and Maps which I had the pleasure of presenting to them.

I desire also to make my grateful acknowledgments for the very handsome manner in which you have communicated the resolutions of your County Council.

From the Municipal Council of my native County, I have never experienced unkind opposition, but have been encouraged by its patriotic co-operation; and it affords me no small satisfaction, that

that same Council is the first in Upper Canada to acknowledge the receipt of the documents and Maps referred to—that the resolution of the Council was seconded by an old school-fellow, and couched in terms to me the most gratifying and encouraging; and that my first official letter of a new year, relates to topics which call up the earliest associations of my youth, and are calculated to prompt and impel me to renewed exertions for the intellectual and social advancement of my native land.

There is no poetry in the establishment and development of a public School system; it is a matter-of-fact-work from beginning to end; and its progress, like the growth of body and mind in an individual, is gradual, and is the joint result of time and labour. I am happy, however, to know that our School system has already become so far developed in its principles, objects, and character, as to command the attention and almost unanimous approbation of the country. I have laid it down as a first principle, to educate the people through the people themselves, by their own voluntary co-operation and exertion, through the usual elective Municipalities and other acknowledged and responsible organs of a free people.

No person who has at all studied the subject of comparative School legislation between Canada and other countries, can fail to observe, that there is an extent of local discretion and power in each of our School and County Municipalities not found in any one of the neighbouring States, while there are other elements incorporated into our School system, which secure to the remotest Municipality of Upper Canada the information and facilities which can alone be acquired and provided by a Public Department. But the rational conviction and voluntary co-operation of the people themselves, have been relied upon and appealed to as the basis of exertion and the instrument of success. When, therefore, steps were taken to improve the text-books of the Schools, a set of the books recommended was procured and furnished to each County Municipality in Upper Canada, that the people might examine and judge of the desirableness of the books proposed, in regard to both excellence and cheapness. In promoting an improvement in the condition and character of school-houses, plans and illustrations of school-houses and premises were procured and placed in the hands of the local Councils, and several of them were published in the *Journal of Education*. The same course has been adopted in respect to School Maps, &c. And in pressing upon the public mind the necessity and advantage of duly qualified School Teachers, an Institution has been established to train them; and the specimens of Teachers thus trained, (though but partially trained in most instances, from the short period of their training,) have excited a desire and demand for improved Teachers in every County in Upper Canada. I trust this year will witness the introduction of *Libraries*—thus completing the establishment of every branch of our School system.

In all this, there has been no coercion—but a perfect blending of freedom and unity, of conviction and action; and the entire absence of any opposition to the School system during the recent elections throughout Upper Canada, shows how general and cordial is the conviction of the people as to its adaptation to their circumstances and interests.

I have the deepest conviction of the strong common sense and patriotism of the Canadian people at large—a conviction founded on long observation and comparison between the people of Canada and those of many other countries; and I have a faith, little short of full assurance, as to the advancing and glorious future of our country. With this conviction and faith, and animated with the consciousness of general approval and co-operation on the part of the people, I shall renew my humble contributions of labour to the common treasury of Canadian progress and civilization.

I have the honour to be,

Sir,

Your obedient servant,

(Signed) E. RYERSON.

STEPHEN J. FULLER, Esq.,
Clerk, Municipal Council, County of Norfolk,
Simcoe.

(COPY.)

DRYDEN FARM, W. VICTORIA,
December 29th, 1851.

SIR,—I do myself the pleasure of handing you the subjoined copy of a Resolution, passed at a recent Meeting of the Board of Instruction for the County of Norfolk. I also take leave to trans-

scribe another Resolution more especially directed to the local Superintendents of their County, but illustrative of the professed belief of the members of the Board, of the great usefulness of the works submitted by you.

I have the honour to be,

Sir,

Your very obedient, humble servant,

(Signed) JAMES COVERNTON,

Hon'y Sec'y, Board of Instruction for Norfolk.

The Reverend

E. RYERSON, D. D.,

Chief Superintendent of Education,

&c., &c., &c.,

Toronto.

"That the Honorary Secretary be requested to convey to the Reverend E. RYERSON, Chief Superintendent of Education, the thanks of this Board, for his handsome donation of Books, and at the same time to express to that gentleman, the high sense entertained by this Board, of the unwearied zeal and great ability displayed by him in the discharge of his arduous and important duties."

Resolved.—That the Members of this Board having carefully examined the Maps, Prints, and Specimens of Natural History, &c., forwarded by the Chief Superintendent of Education to the Clerk of the County Council, (and deposited in his Office for the inspection of the School Officers of the County,) have much satisfaction in bearing testimony to the great superiority of such specimens over those commonly used in the County Schools, and therefore earnestly urge on the local Superintendents and Trustees, the paramount importance of providing a suitable supply of such essential requisites for most School Sections in the County.

DEPARTMENT OF PUBLIC INSTRUCTION FOR U. C.

(COPY.)

EDUCATION OFFICE,

Toronto, January 3rd, 1852.

SIR,—I have the honour to acknowledge the receipt of your letter of the 29th ultimo, enclosing to me certain resolutions of the Board of Public Instruction for the County of Norfolk; and I return my sincere thanks for the terms in which my humble exertions are referred to. I rejoice at the judicious and earnest course which your County Board has taken to promote the objects I had in view, in presenting the publications to which you allude,—by examining them and recommending the general introduction of them into the Schools of the County, I hope the poorest boy in my native County may have access to a better Common School than existed there when I was a lad. What I witnessed and felt in my boyhood, gave birth to the strongest impulses of my own mind, to do what I could to place the means and facilities of mental development and culture within the reach of every youth in the land.

I am more than gratified, I am profoundly impressed, that such efforts are made for the interests of the young, and of future generations in the County of Norfolk. That County is dear to me by a thousand tender recollections; and I still seem to hear in the midst of it, a voice issuing from a mother's grave, as was wont formerly from the living tongue, telling me that the only life worthy the name, is that which makes man one with his fellow-man, and with his country.

I have the honour to be,

Sir,

Your obedient servant,

(Signed) E. RYERSON.

JAMES COVERNTON, Esq.,

Honorary Secretary, Board of Public Instruction,
County of Norfolk, Victoria.

FREE SCHOOL LECTURE.

BY THE REV. JOHN ARMOUR.

PORT SARINIA, 13TH NOV., 1851.

To the Editor of the *Journal of Education*.

SIR,—The following Lecture has been delivered in several School Sections in this neighbourhood. I send you, at present, the first argument which was urged on those occasions on behalf of Free Schools. If you judge the subject and manner of treating it sufficiently important for your excellent *Journal*, I will forward the rest of the Lecture in separate sheets, suitable for your monthly miscellany. It contains six separate arguments. You have in this the first, and if you deem it suitable, it is at your disposal.

J. A.

The principle of Free Schools, I believe, is a new principle introduced for the first time into our school system by the new School Act. The question we purpose to discuss on the present occasion is the Free School System, its advantages and adaptation to national or universal Education. It will be acceded by all, that it is the inalienable right of all men to have a sound and good education. This I conceive to be the case, as much as freedom of opinion or toleration in religion. And it appears to me equally plain, that as states are bound to protect their subjects in the privileges of liberty of conscience, so they are bound to see the youth in their realm receive such an education as will fit them to act their part as good citizens, and loyal, yet free subjects. And in the discussion of this subject, we would observe:—

1. That though this principle may be new in the Canada system of Education, yet it is an old and long tried system in some other states; and as these states, after a long trial, still perpetuate it, we argue from this consideration, that what has been found so suitable and advantageous in accomplishing general education among others, ought to be tried fairly among us. In Holland, as far back as the 16th century, we are informed, Free Schools were established; and the first Dutch settlers who came to the New World, brought with them this principle;—these at once built their Christian Churches and erected Free Schools.

The Pilgrim Fathers, also, who emigrated from England two centuries ago, commenced their national existence by incorporating Free Schools into their state system. These few pious men landed on the bleak shores of the New England States, amidst its dense forests, and began a settlement under great privations and much discouragement. Here they planted the tree of liberty, and determined on Free Education, as the inalienable privilege of every child. They had been only a few years in the country; their improvements were small, and their wants only partially supplied. They were exposed to the attacks of the uncivilized aborigines around them; yet in these circumstances they deemed it of immense importance that, under all these disadvantages, their children be educated. They did not raise useless objections about their temporal safety and sustenance; but they set to work to devise ways and means, in order to secure the proper training of the rising generation. This they deemed of such intense interest, as to require special effort that it be attained. See here, my friends, an example worthy of imitation. Many of our School Sections, in this part of Canada, are in many respects like these New Englanders. The population are scattered; they are poor; struggling with first difficulties. Would that all the people were equally in earnest about the schooling of their offspring! These settlers were few, and they were not well adapted for the country. They were surrounded with untamed Indians; they were struggling for even an existence; and yet they are deeply affected with the thoughts of the destitution of their children. This strongly contrasts with some of our Canada sections, where they have plenty of means, and live in perfect security; and yet there is a heartlessness and an apathy manifested in regard to education, which is chilling and painful. These New England settlers, voluntarily and unanimously agree that the property of all shall be taxed, in order to accomplish the education of the whole. There is a likelihood, that some of these Pilgrim Fathers had lived in exile in Holland, prior to their emigrating to America, and these may have seen the working of the system in that kingdom, and were thus prepared to recommend the system. Be this the case or not, such was the feeble starting point of the Free School system in Massachusetts, and for two centuries it appears to have wrought well. During all these years, nothing has occurred to lead them to swerve from their original purpose, so humble in its beginning. In 1648, these people erected their first schoolhouse, and the Teacher's salary was £20; and, in 1849, the City of Boston, itself, raised for school purposes, by taxation on property, \$232,800. Two centuries have thus passed away, under the Free School system, and which has done great things for this small State. The originators have long since passed away, and many generations besides; and during that period, all has been change and progress; yet these people have seen no substitute for the Free Schools which would answer better to provide means for the education of all. This small commonwealth, possessing only about 8000 square miles, of generally poor soil, and having a very bleak and backward climate, very little of which soil is very productive, and having no great resources of temporal wealth. And yet, notwithstanding these great

disadvantages, they have in all generations of their national existence, been rearing on the one hand their Christian churches, and on the other their Free Schools. They support and educate in this poor country one million of people. And there is, perhaps, not another million of men, situated as they are, who are equally educated. In 1849, there were in the state of Massachusetts, of children from 4 to 16 years of age, 215,000. Their attendance in school will show how much the inhabitants prize their children's education, and show how suitable their school system is, to accomplish what is wanted in every state. During summer, they had in their schools, 173,659 pupils; and in winter, these increased to 191,712. These statistics show how universal a Common School Education is in that State. A person once passing through this country, and seeing much rock and sand and sterility, made enquiry of one of its inhabitants:—What do you raise in this country? Meaning what crops were raised. The person replied—pointing to the church as it stood perched on a hill side, and the schoolhouse, near at hand—Sir, we raise men here. And give me a universally church-going people in Canada, and a well conducted Free School system, and we will raise men in Canada too. Men they will be, of high mental stature; men of gigantic intellect; men sublime in virtue. The argument we would deduce from these considerations is, that as the Free School system has wrought so admirably in raising an intelligent, industrious and generally virtuous people, that it is strongly encouraging to us, in Canada, to try it. It is an inducement of considerable importance, to lead us to adopt the same system. If they have succeeded so well and so long, why should not we succeed equally well? Let us be urged onward, in a similar course, by the success which has attended others. Let the whole population be taxed, according to their property. Let the schoolhouse and furniture, apparatus and teacher, become the property of the entire people. Let every child of school age be invited, and have a legal claim to the Common School Education. Let no fees be required from any child, while attending school, whether his parents be rich or poor. Let the Teacher be well qualified for his office, and well remunerated for his labour. Let men who follow teaching as a business be Teachers, and the school room comfortably furnished and cleaned and warmed, and under such a system, the men of Canada will also rise high in intellectuality. This, with religious and moral influences, of a high order, would make the wildernesses of Canada speedily blossom as the rose, and rejoice even with joy and singing. The schoolhouse would thus become a resort for all the children, and be generally filled with ardent and progressing scholars. Instead of six months each year, we would hope to have it generally throughout the whole year. And the education obtained, would not be that superficial scholarship, which so much abounds; but a thorough and practical education.

I will close this argument by a reference to the system of Education in New York State. For about thirty years this State had adopted what is called a famous system of Education. Their School Law, as in Canada, had undergone many changes; and yet a large proportion of the rural schools did not prosper. They erected a Normal seminary for the training of Teachers, supposing this would remove every defect; further trial, however, showed that something was still necessary. The Free School system had been very successfully wrought for some years in their cities, and was found to be necessary in the country also. This has been determined on by legal enactment, and we do not doubt but that it will succeed wherever adopted.

Seeing then, my Friends, that other people have long enjoyed this system with great success, we cannot doubt but that if we, as a people, would enter into it with equal zeal and generosity, with an ardour becoming such a noble enterprize, but that equal success would crown our efforts.

Children should be taught to use the left hand as well as the right.

Coarse bread is much better for children than fine.

Children should sleep in separate beds, and should not wear night-caps.

Children under seven years of age, should not be confined over six or seven hours in the house, and that should be broken by frequent recesses.

Children and young people must be made to hold their heads up and their shoulders back while sitting or walking.

DESCRIPTIVE CATALOGUE

OF THE

MAPS, SCHOOL BOOKS, CHARTS, PRINTS, DIAGRAMS, APPARATUS, &c., &c.,

FOR SALE AT THE DEPOSITORY,

IN CONNECTION WITH THE EDUCATION OFFICE, TORONTO.

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Table with columns: TITLE OF MAPS, SIZE OF MAP (Width, Depth), NET CASH PRICE (£ s. d.), EXPLANATORY REMARKS. Includes sections for Irish National Maps, Ancient and Scripture Geography, Varty's Maps, Large Outline Maps, and Combination Maps.

Descriptive Catalogue of Maps, School Books, Charts, Prints, Diagrams, Apparatus, &c.—Continued.

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TITLE OF MAPS.	SIZE OF MAP.		NET CASH PRICE.		EXPLANATORY REMARKS.
	Width.	Depth.	£	s. d.	
III. CHRISTIAN KNOWLEDGE SOCIETY'S MAPS.					
1. MODERN GEOGRAPHY.					
<i>Canvas, Rollers, Coloured and Varnished:</i>					
Map of the World,	6	6 by 3	4	0 17 6	(k) These projections give the principal Mountain Ranges of the World, and the courses of the Rivers.
Map of the World (outline),	ditto	ditto	0 8 9		
<i>Canvas, Rollers, Coloured and Varnished:</i>					
Map of Europe,	5	3 by 4	4	0 15 0	(j) These outlines show the comparative heights of the Mountains, lengths of the Rivers and sizes of Islands and Lakes.
Map of Asia,	ditto	ditto	0 15 0		
Map of Africa,	ditto	ditto	0 15 0		
Map of North America,	3	2 by 3	10	0 10 0	
Map of South America,	ditto	ditto	0 10 0		
Map of England and Wales,	5	0 by 6	3	0 17 6	
Map of Ireland,	2	9 by 3	7	0 7 6	
Map of Scotland,	2	9 by 3	10	0 7 6	
Map of British Isles,	1	9 by 2	3	0 3 9	
<i>Sheets, and Coloured:</i>					
Map of the British Isles,	ditto	ditto	0 0 7 ½		
<i>Sheets:</i>					
Outline Map of the British Isles, (k)	ditto	ditto	0 0 4		(k) These Maps of the British Isles are engraved in a superior style on a scale of one-1,000,000th of the natural magnitude and contains a comparative view of the heights of the principal mountains. The parts of the Maps which are shaded over are table lands or regions considerably elevated above the level of the sea; and the greater or less depth of the shading indicates the comparative degree of elevation.
Physical Map of the British Isles,	ditto	ditto	0 1 3		
General Map of the British Isles,	ditto	ditto	0 1 3		
<i>Sheets:</i>					
Outline General Map of the British Isles,	ditto	ditto	0 0 10		
Outline Maps of the Hemispheres,	2	2 by 1	2	0 0 4	
Plain Maps of the Hemispheres,	ditto	ditto	0 0 3		
<i>Sheets, and Coloured:</i>					
Maps in the Atlas of "Educational Maps for Schoolmasters," each,	1	9 by 1	3	0 0 0	
2. ANCIENT AND SCRIPTURE GEOGRAPHY.					
<i>Cloth, Rollers, Coloured & Varnished:</i>					
Map of Syria, illustrating Old Testament History,	4	1 by 2	3	0 10 0	
Map of Syria, illustrating New Testament History,	4	1 by 2	4	0 10 0	
<i>Canvas, Rollers, Coloured and Varnished:</i>					
Map of the Land of Promise, illustrating the Patriarchal Ages, and the periods previous to the Conquest under Joshua,	1	10 by 2	3	0 4 4 ½	
<i>Sheets and Coloured:</i>					
Map of the Land of Promise, illustrating the Patriarchal Ages, and the periods previous to the Conquest under Joshua,	ditto	ditto	0 1 8		
<i>Canvas, Rollers, Col'd and Varnish'd:</i>					
Map illustrating the Journeys of the Children of Israel from Egypt to Canaan, with Map of Egypt and list of Stations,	2	5 by 1	0	0 5 0	
<i>Sheets, and Coloured:</i>					
Map illustrating the Journeys of the Children of Israel from Egypt to Canaan, with Map of Egypt and list of Stations,	ditto	ditto	0 1 10 ½		
<i>Canvas, Rollers, Coloured and Varnished:</i>					
Map of Canaan, divided among the Tribes of Israel, with Notes, on the Physical Geography of the Holy Land,	1	10 by 2	3	0 4 4 ½	
<i>Sheets, and Coloured:</i>					
Map of Canaan, divided among the Tribes of Israel, with Notes, on the Physical Geography of the Holy Land,	ditto	ditto	0 1 8		
<i>Canvas, Rollers, Col'd and Varnish'd:</i>					
Hughes' Map of Palestine, (l)	2	4 ½ by 3	7 ½	0 10 0	(l) These Maps are beautifully engraved. They exhibit on a large scale the scriptural divisions of Palestine, and illustrate its ancient and modern geography. They also contain separate sketch Maps of Syria and the Peninsula of Mount Sinai, and the country between Palestine and Egypt.
Map of the Holy Land, in the time of our Saviour, with Notes on its Physical Geography,	1	10 by 2	3	0 4 4 ½	
<i>Sheets, and Coloured:</i>					
Map of the Holy Land, in the time of our Saviour, with Notes, on its Physical Geography,	1	10 by 2	3	0 1 8	
<i>Sheets:</i>					
Outline Map of Canaan or Palestine,	1	10 by 2	3	0 0 4	
<i>Canvas, Roller, Col'd and Varnish'd:</i>					
Map illustrating St. Paul's Travels and Journeys,	2	10 by 2	3	0 6 10 ½	

Descriptive Catalogue of Maps, School Books, Charts, Prints, Diagrams, Apparatus, &c.—Continued.

TITLE OF MAPS.	SIZE OF MAP.		NET CASH PRICE.		EXPLANATORY REMARKS.	
	Width.	Depth.	£	s. d.		
IV. JOHNSTON'S MAPS.						
1. LARGE SCHOOL ROOM MAPS. (m)						
<i>Canvas, Rollers, Coloured and Varnished:</i>						
Map of the Eastern Hemisphere,	4	2 by 3	6	0 11 10 ½	(m) These Maps are engraved in a superior manner, and are beautifully clear and distinct in their divisions and outlines. The painted wooden case for hanging on a wall, contains the 10 coloured Maps on cloth and rollers, and is so constructed that any Map can be drawn down as required and pulled up again by a cord at the side, attached to the name of the Map.	
Map of the Western Hemisphere,	ditto	ditto	0 11 10 ½			
Map of England,	ditto	ditto	0 11 10 ½			
Map of Scotland,	ditto	ditto	0 11 10 ½			
Map of Ireland,	ditto	ditto	0 11 10 ½			
Map of Europe,	ditto	ditto	0 11 10 ½			
Map of Asia,	ditto	ditto	0 11 10 ½			
Map of Africa,	ditto	ditto	0 11 10 ½			
Map of America,	ditto	ditto	0 11 10 ½			
Map of Canaan and Palestine,	ditto	ditto	0 11 10 ½			
The above 10 Maps, in a wooden case			6 0 0			
2. SMALL SCHOOL MAPS.						
Map of the Eastern Hemisphere,	3	9 by 2	3	0 6 10.	(n) The Maps in the wooden cases are not varnished.	
Map of the Western Hemisphere,	ditto	ditto	0 6 10 ½			
Map of Europe,	ditto	ditto	0 6 10 ½			
Map of Asia,	ditto	ditto	0 6 10 ½			
Map of Africa,	ditto	ditto	0 6 10 ½			
Map of America,	ditto	ditto	0 6 10 ½			
Map of England,	ditto	ditto	0 6 10 ½			
Map of Scotland,	ditto	ditto	0 6 10 ½			
Map of Ireland,	ditto	ditto	0 6 10 ½			
Map of Canaan and Palestine,	ditto	ditto	0 6 10 ½			
The above 10 Maps in a wooden case,			4 0 0			
<i>Sheets, and Coloured:</i>						
Illustrations of Geographical terms,	ditto	ditto	0 3 9			
<i>Cloth, Rollers and Coloured:</i>						
Illustrations of Geographical terms,	ditto	ditto	0 6 3			
<i>Cloth, Rollers, Coloured and Varnished:</i>						
Illustrations of Geographical terms,	ditto	ditto	0 7 6		(o) The Physical Chart of the world shows the great mountain ranges, currents of the air and ocean, with isothermal lines, (or the lines of equal heat and cold.) The unvarnished Maps are 7 ½, each, less than those that are varnished.	
Physical Chart of the World,	4	2 by 3	6	0 11 10 ½		
3. MODERN GEOGRAPHY. (n)						
<i>Cloth, Rollers, Coloured and Varnished:</i>						
Map of Central Europe,	4	2 by 3	6	0 11 10 ½	(o) The initial letter of the names on these Maps is much larger than those of the word itself, in order that the eye of the pupil may catch it more easily. The Map of the World contains separate Maps, on a larger scale of Australia, New Zealand, and Van Dieman's Land; also coloured and beautifully designed illustrations of the annual revolution of the Earth round the Sun, the theory of the Seasons, theory of the Tides, Phases of the Moon, Solar Eclipses and Lunar Eclipse, together with a comparative view of the principal Mountains and Rivers in the world, Europe and Africa, Asia, &c., &c.	
Map of France,	ditto	ditto	0 11 10 ½			
Map of Italy,	ditto	ditto	0 11 10 ½			
Map of India,	ditto	ditto	0 11 10 ½			
Map of Spain and Portugal,	ditto	ditto	0 11 10 ½			
Map of the World,	ditto	ditto	0 11 10 ½			
Physical Chart of the World,	4	2 by 3	6	0 11 10 ½		
4. ANCIENT GEOGRAPHY.						
Orbis Veteribus Notus,	ditto	ditto	0 11 10 ½			
Græcia Antiqua,	ditto	ditto	0 11 10 ½			
Italia Antiqua,	ditto	ditto	0 11 10 ½			
Asia Minor Antiqua,	ditto	ditto	0 11 10 ½			
Map of Canaan and Palestine,	4	2 by 3	6	0 11 10 ½		
Map of Canaan and Palestine,	3	9 by 2	3	0 11 10 ½		
V. CHAMBERS' MAPS. (o)						
Map of the World,	5	2 ½ by 4	5 ½	0 17 6	(p) The Chart of the World is not limited to giving the pupil a general view of the World, but is so constructed that the general geography of Asia, Africa, North America, and South America may be taught from this Map in the fullest detail given in any text-book. The Map of Central and Southern Europe exhibits the special geography of France, Spain, Portugal, Switzerland, Italy, Belgium, Holland and Denmark, Prussia, Austria, Germany, Turkey, and Greece, serving the purpose of separate Maps.	
Map of England,	5	2 ½ by 4	5 ½	0 15 0		
Map of Scotland,	5	2 ½ by 4	5 ½	0 15 0		
Map of Ireland,	5	2 ½ by 4	5 ½	0 15 0		
Map of Palestine,	5	2 ½ by 4	5 ½	0 15 0		
Map of Europe,	5	2 ½ by 4	5 ½	0 15 0		
Map of Asia,	5	2 ½ by 4	5 ½	0 15 0		
Map of Africa,	5	2 ½ by 4	5 ½	0 15 0		
Map of North America,	5	2 ½ by 4	5 ½	0 15 0		
Map of South America,	5	2 ½ by 4	5 ½	0 15 0		
VI. WHYTE'S MAPS. (p)						
<i>(Scottish School Book Association.)</i>						
<i>Cloth, Rollers, and Coloured:</i>						
Chart of the World,	5	2 by 4	6	0 18 9	(p) The Chart of the World is not limited to giving the pupil a general view of the World, but is so constructed that the general geography of Asia, Africa, North America, and South America may be taught from this Map in the fullest detail given in any text-book. The Map of Central and Southern Europe exhibits the special geography of France, Spain, Portugal, Switzerland, Italy, Belgium, Holland and Denmark, Prussia, Austria, Germany, Turkey, and Greece, serving the purpose of separate Maps.	
Map of Central and Southern Europe,	ditto	ditto	0 18 9			
General Map of Europe,	3	0 by 2	5	0 7 6		
Map of Asia,	ditto	ditto	0 7 6			
Map of Africa,	ditto	ditto	0 7 6			
Map of North America,	ditto	ditto	0 7 6			
Map of South America,	ditto	ditto	0 7 6			
Map of England,	ditto	ditto	0 7 6			
Map of Scotland,	ditto	ditto	0 7 6			
Map of Ireland,	ditto	ditto	0 7 6			
Map of Palestine,	ditto	ditto	0 7 6			
Map of Hindostan,	ditto	ditto	0 7 6			
Map of United States,	ditto	ditto	0 7 6			
VII. PELTON'S OUTLINE MAPS, WITH KEY. (q)						
Map of the Western Hemisphere,	7	0 by 7	0	1 0 0	(q) The Maps, as will be seen, are extremely large. They are very distinctly coloured.	
Map of the Eastern Hemisphere,	ditto	ditto	1 0 0			
Map of two Hemispheres, with Key			2 0 0			
Map of North America,	6	0 by 6	2	0 15 0		
Map of United States,	6	0 by 6	10	0 15 0		
Map of Europe,	ditto	ditto	0 15 0			
Map of Asia,	6	0 by 6	8	0 15 0		
Map of South America and Africa,	6	0 by 7	0	0 15 0		
The entire Series, with a Key			5 0 0			

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The *Dumfries Reformer* states that "at a recent meeting of the inhabitants of Galt a subscription was entered into to erect buildings for the new Grammar School in Galt. About £50 was subscribed. The means of a Classical Education freely supplied to the rising generation, is a matter of serious and grave importance to the community and country at large, and calculated if well conducted, to be productive of great benefits. When 30 scholars are obtained, (10 of whom must be free,) £100 per annum is granted by government, to the Teacher. The site for the New School is expected to be donated to the Trustees by W. Dickson, Esq." The School in Section No. 3, in the town of Bowmanville, has challenged any school in the County of Durham to a test examination of their respective Scholars. The subjects of examination to be English Grammar, Arithmetic, Algebra, and Geometry. The number of competitors from any School to be no less than two, and the age not over sixteen. The successful School to receive five dollars to be expended on books. The recent examination of the Church Grammar School and the Misses Duwe's Ladies' School at Cobourg are highly spoken of by the local papers. A correspondent of the *Mail* gives a very interesting account of the recent examination of the Beausville Ladies' Seminary. A discussion of some interest on Free Schools is now going on in Carleton Place. It is an indication of the progress of the principles of universal Education. In Toronto, after a spirited contest, the Free School System has triumphed. The local papers give interesting reports of the examination of Mr. Boyd's School, Lanark; of the Renfrew Grammar School, and of the Schools in the town of Perth. In the annual School Report for the town of Brantford, just published, the Trustees remark: "The gratifying results is shewn that while the attendance of children at our public schools in 1850 did not average more than 237, it had risen to 326 in 1851. An increase far beyond the ratio of the increase in population, which proves that the thirst for acquiring knowledge is increased in proportion to the facilities afforded for procuring it." The Report of the Board of Trustees of the Town of Port Hope, for 1851, has just been published. We deeply deplore "that, whilst the Town has been greatly improved by the erection of buildings and making of streets, one thing, and the most important of all, has been left unimproved—the education of the young—the basis of political and moral greatness." Trinity College, Toronto, was opened on the 19th instant, with the usual inauguration addresses and matriculation of students. The addresses were delivered by the Lord Bishop, the Provost, Chief Justice Robinson, and the Archdeacon of York. The proceedings were highly interesting.

Woodstock Public Schools.—We take the following from the *Western Progress*:—We have been politely furnished, by the Rev. Mr. Ball, the excellent Superintendent for the town, with a brief memorandum, which we insert with pleasure, and add our own most willing testimony to the commendations he so justly bestows upon the schools enumerated. 1st School, Mrs. Sweeney's, very well conducted, particularly excellent in Bible lessons. Pupils mostly quite small children. 2. Mrs. Walkinshaw's school for girls. 3. Mr. Goodwin's school, East Woodstock. 4. Mr. Izard's, West Woodstock. The three last are really model schools. To speak the truth of them would appear to be the usual complimentary praise bestowed at school examinations. Marked progress has been made during the year. The chief exercises were in Algebra, Mensuration, Mental Arithmetic, Geography, History and Music, &c., &c. All these exercises were gone through in a most creditable manner, giving great satisfaction to all present. It is a great pity that when we have such excellent teachers, we do not give them better school houses, and such school apparatus as would enable them to direct the studies of their numerous pupils to advantage. It is also to be regretted that the public do not show more interest by attending the examinations.

Dundas Public Schools.—The *Warder* thus reports the recent examination of the Public School which took place on the 23rd and 24th ult. The Common School appears to be efficiently conducted. The advanced grammar class has been most thoroughly drilled in the analysis and parsing of sentences. The intelligence shown in the examination on history, was clearly indicative that the teacher had been able to make his pupils understand the subjects they had to deal with. Classes were also examined in practical Arithmetic and Mensuration. Those who witnessed the whole of the examination, on both days, in the different departments, have expressed themselves satisfied that the school is prospering. In the female department classes were examined in Geography, Natural and General History, Grammar and Physiology, in all of which the pupils manifested an intimate acquaintance with the various branches they had been studying. The specimens of Drawing, Needlework, and Embroidery were very superior. The Warden, who was present during the examination, at its close, addressed the pupils, complimenting them on their proficiency, and enjoining them to perseverance and diligence.

BRITISH AND FOREIGN

MONTHLY SUMMARY.

In consequence of the present delicate state of health of Professor WILLSON he has been obliged to make arrangements for dispensing with the delivery of his lectures on moral philosophy in the University of Edinburgh, at the ensuing session. The Most Reverend Dr. Murray, Roman Catholic Archbishop of Dublin, has resigned his membership of the senate of the Queen's University in Ireland, and this has not been a voluntary retirement. Meetings have been held in England recently to adopt petitions praying HER MAJESTY to discontinue the annual grant to the Roman Catholic College of St. Patrick, Maynooth. The Oxford class lists have been published, and it is seen that not one man has distinguished himself sufficiently to be placed in the first class. By a decree of the 29th ult. the king of Sardinia has named a commission to inquire into the system of public instruction at present in vigour in the Piedmontese Colleges. The *Tuscan Monitor* publishes several decrees for the re-organization of the Universities of Tuscany.

National (Educational) Society, England.—A circular has been issued, under the auspices of the Earl of Shaftesbury (Lord Ashley), urging "moderate" members of the National Society, and those who have hitherto declined joining it, to enlist new members, with a view of influencing its operation. A memorial intended to be addressed to the Committee is enclosed, which prays:—First,—That they should, through the President and Vice-Presidents from time to time submit, for the choice of the Society at the annual meeting, such a list of candidates to serve on the Committee as may reasonably be expected to secure the confidence of the church generally; and that notice of all business to be transacted, and resolutions to be moved, at the annual meeting, should be sent to the subscribers, who should be permitted, if they please, to vote by proxy on all subjects not precluded by the charter. Secondly,—That a more cordial co-operation with the State, in promoting the education of the poor, than is now apparent should be forthwith moved, entirely confiding in the disposition of the Committee of Council to exact no condition of which the Church can reasonably complain. Thirdly,—While the undersigned are ready to acknowledge the great improvement effected by separately acting Councils in some of the National Society's Training Institutions, they would urge upon the consideration of the Committee in whom is vested the whole responsibility of management, the great importance of reducing all Church services, at which students in those Training Institutions assist, to the model usually adopted in well-ordered parish Churches, and which has recently been recommended by almost all the Bishops, Vice-Presidents of the National Society, to the parochial Clergy. Finally,—Your memorialists would suggest that, in providing catechetical instructions for students or scholars in the Society's Institutions or schools, the utmost vigilance be exerted in order to prevent the apparent sanction of any doctrine or ceremonial not strictly in accordance with the Articles and Formularies of the Church of England.

Instruction in Agriculture in Prussia.—In the kingdom of Prussia there are five agricultural Colleges, and a sixth is about to be opened; in these are taught by both theory and practice, the highest branches of science connected with the culture and improvement of soil; of Agricultural Schools of a more elementary order there are ten; there are also seven schools devoted to the culture of flax; two especially devoted to instruction in the management of meadow lands; one for instruction in the management of sheep; and there are also forty-five model farms intended to serve in introducing better modes of agriculture; in all seventy-one public establishments for agricultural education, not to mention others of a kindred nature or those private schools where the art and science of good farming are taught.

Schools in the Desert.—The efforts recently made by the Government of Egypt to educate the children of the Arabs, have as yet been attended with very little success. This is owing to the intense prejudice of the parents, who will run away into the most remote corners of the Desert, rather than allow any one related to them, child or adult, to attend the schools. To provide efficient masters, in many instances boys of good families have been sent to Europe: some to l'Ecole Polytechnique in Paris; some to the London University to qualify as professors, that when they had acquired the learning of civilization, on their return to Cairo they might become useful either in assisting to establish scholastic institutions over the country on the European model, or in preparing native scholars to undertake the duty of school-masters. There is a very able man now living, Bayoumi Effendi by name, who was one of the thirty young men sent to the Ecole Polytechnique by Mehemed Ali, and came out seventh in his year. He remained in Paris thirteen years, and has translated two works into Arabic every year for many successive years. The Sultan offered him a post, and the rank of Colonel and Bey if he would settle at Constantinople; and the Pacha of Egypt similar advantages if he would take service

under him. For a long time he hesitated, but at last, in an evil hour, sailed for Egypt, and has become, in all but in name, a slave. At first he was appointed Head-master of Instruction at Boulac. Suddenly he was ordered, with twelve of his ablest professors, to form a school at Khartoum, a considerable town, placed at the confluence of the Blue and White Niles. When he arrived, he discovered that no school had been built for him, and that it was absolutely impossible to form one, as the parents run away and live independently in the desert, rather than send their children to be taught. Even could such a school be established, his assistance would not be wanted for several years, as the children can neither read nor write, and he is one of the cleverest professors in Europe in mathematics and engineering, besides being the first Arabic scholar. The whole thing was nothing but a scheme to get rid of the professors, that the pupils might secure their places. Some time ago, a young man of a wealthy family, at Cairo, was sent to Paris for his education, and became one of the best scholars of l'École Polytechnique. Gifted with great natural talent, and possessed of an Eastern imagination, he had scarcely arrived at manhood, when he gave up his mind entirely to the political sentiments then prevailing in the French capital—sentiments as antagonistic as possible to those which existed in Egypt. This, however, was far from being the extent of his imprudence. He thought proper to propose for the daughter of one of the professors; and to secure the hand of the young lady, he abjured the faith of Mahomet. This "perversion" created a greater sensation at Cairo than it had done at Paris. His family were indignant, the Government maintained an ominous silence. No notice whatever was taken of the affair. He fancied that the matter was not thought of sufficient importance to require any particular attention from the authorities of Cairo; and though aware that his family and friends regarded his apostasy as an unpardonable offence, and as covering them with disgrace, he hoped that when time had in some degree softened their feelings, he might be suffered to return to his native city, and be received by his relatives with scarcely any diminution of their affection. As to the light in which this offence was regarded by the ruling Pacha, he never gave it a thought. He felt assured that the affair had been entirely forgotten by the officials, and did not for a moment dream of any danger from that quarter, or from any other. Under these impressions, he arrived at Cairo, and with all the impatience of youth was making his way for that quarter of the city in which his family resided; fully convinced that not one of his countrymen could recognise him, could entertain the slightest idea of his being on the soil of Egypt. In this he was woefully deceived. Every portion of his homeward journey had been under the surveillance of a spy of the Egyptian Government, who had left Paris simultaneously with himself, and was close to him whenever he moved. Information of his expected arrival had been conveyed to the Government; and the moment that he quitted the steam-boat, certain men, for whom the citizens of Cairo rapidly made way, were seen to take a direction which would intercept him on his way to his father's house. That house he never reached. A headless trunk floated the next day on the broad waters of the Nile. It was all that remained of the unfortunate youth. His offence had created a feeling of terrible rage in the Pacha. The story of Bayoumi Effendi conveys a lively idea of the obstacles that must present themselves in the career of the ablest of those able men whose minds have had the advantage of European culture. It has been said that the cause of his disgrace was his being known to hold correspondence with the Government of the Sultan—an offence of the blackest die at Cairo. And it is possible that Bayoumi Effendi, getting dissatisfied with his position under the sovereign he had selected, had listened to the overtures which the agents of the Ottoman Porte were constantly making to draw away from its powerful vassal the most talented of his public servants; that this had been observed by some of the thousand watchful eyes that surrounded him, and the expatriation to Khartoum on a pretended scholastic mission is easily understood. Notwithstanding these "accidents," I believe that the Egyptian Government is sincere in its efforts to effect an educational reform throughout its dominions. Its experiments in that direction have been made regardless of cost, and with a liberality of license regarding the amount of Frankish learning to be acquired, that cannot be too highly appreciated. For the ineffective manner in which the movement has worked, it is not exclusively to blame. In the way of obstacles, there were the prejudices of the orthodox, the intrigues of the heterodox, and the pig-headed ignorance and fanaticism of the large class whose moral and social improvement the last two rulers of Egypt are generally believed to have had in view; and very powerful obstacles they have proved. I visited a school at Hafir on the road to Dongola, where I heard passages from the Koran repeated in grand style. The Dervish (the master) received us very hospitably, immediately preparing some coffee. He informed us that the inhabitants of Hafir were innumerable; that he had two thousand under his charge, all of whom could read and write the Koran. His school formed a curious scene—a mud-room, with one large window, filled with the faces of the pupils; the flickering light of the fire illumining in a singularly striking manner the fine face and long grey beard of the Patriarch, while

crowds of natives were picturesquely grouped about. He told us that taxation had increased since Ibrahim's time, as the Dongola Government taxed them as much as they could, aware that Cairo was too far off for complaints. The instant I left, the lessons were resumed; and I can almost fancy that I still hear the hum of the boys repeating their tasks. I also inspected the school of the Catholic mission at Khartoum. I found about twenty boys, in various costumes, and of almost as many different hues, from Frank white to inky native. Many of them are children of the European residents. Some can speak a little French and Italian, and nearly all can read and write. Whether Abbas Pacha will persevere, till he has established schools on the European model in every district of Nubia and Egypt; whether, through their agency, the blessings of civilization shall become extended to the remotest look of the burning Desert, and the land of the Arab be restored to that intellectual reputation which it enjoyed before the now enlightened West had emerged from the darkest depths of barbarism; whether, in this way, a great nation shall arise on the banks of the Nile, that shall produce evidences of intelligence and refinement rivaling those memorials of a glorious past, Thebes, Carnac, and Aboosimbel, form portions of a question that time alone can properly answer.— [Correspondence of the Educational Times.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Baron Alexandre de Humboldt has, says a Berlin journal, announced the discovery at Athens of the edifice in which the Council of Four Hundred were accustomed to assemble. Upwards of one hundred inscriptions have already been brought to light, as well as a number of columns, statues, &c. Mr. Huine announces the closing of the penny subscription for a memorial of the late Sir Robert Peel. The sum subscribed in pence is £1700. The postage commission of India report in favor of a three-halfpenny uniform rate. Newspapers chargeable at a rate from three-halfpence to sixpence over India. English journals, by Marseilles, will cost two and sixpence. The Papal government has decided on adopting the system of postage stamps as now in use in England and France. Another volume of Macaulay's History of England is soon expected from the press, and two more of Grote's History of Greece. D'Israeli is engaged upon a life of Lord George Bentinck, the great protectionist. Lord Cockburn is writing a life of the late Lord Jeffrey, in which will be incorporated his correspondence with Byron and other departed notabilities. Dickens and Douglass' Jerrold both announce two new serials; and Thackeray has almost ready an old-fashioned three volume novel. "Dickens' Household Narrative of Current Events" has been decided by a majority of the Queen's Bench, Baron Parke dissenting, not to be a newspaper within the meaning of the stamp act, and not therefore subject to newspaper postage. The London papers announce the death, at Boulogne, on the 27th of November, of Basil Montagu, Q.C., the learned editor of Lord Bacon—but to be known hereafter most enduringly as the friend of Coleridge. The Warsaw journals announce the death of one of the celebrities of modern Polish literature—Madame Nakwaska. This lady was the author of Polish novels and of sketches of the society of the capital. She has died at the age of 69. The pastor, Wilhelm Meinhold, the author of the Amber Witch, died on Sunday at Charlottenburg. He was one of the leaders of the old Lutheran party in Pomerania, but had for some years lived in retirement. His son had joined the Catholic Church. The correspondent of the London News, Mr. Hodgkins, has been expelled from Berlin and Vienna. The correspondent of the London Morning Chronicle, has also been expelled from Paris. The pearl figures which adorn articles made of papier mache, are not, as is generally supposed, inlaid, but laid on. The process is extremely simple, and has been in use about twenty-one years. The pearl shell, cut into such pieces or forms as may be desired, is laid upon the article to be ornamented; a little copal or other varnish having been previously applied, the pieces of pearl at once adhere to it; thereafter, repeated coats of tar-varnish fill up the interstices and eventually cover the pearl; this extra varnish is removed, a uniform surface is produced, and the pearl exposed by rubbing with pumice-stone, polishing with rotten-stone, and finally "handing," or polishing with the hand. In the month of February, 1852, there will be five Sundays. A like circumstance will not again occur till 1880, twenty-eight years hence. The library of the Capitol of the United States was burned on the 24th December. The estimated loss is £50,000. Several of the works cannot be replaced; 35,000 volumes were destroyed, together with numerous MSS., Paintings, Maps, Charts, Medals, Statuary, and articles of Vertu; 20,000 volumes were saved. The Rev. Dr. Robinson, celebrated for his Biblical researches in Palestine, recently left New York again to prosecute his inquiries. He has made ample preparation for a critical survey of the Holy Land, with special reference to Biblical History. The celebrated Mathematical library of the late Professor Jacobi,

of Berlin University, has been purchased for Harvard College. The collection consists of about one thousand complete works, many of them of great value, yet the price paid by Mr. Bond was no more than \$1560. A society has just been formed in Dublin for the preservation and publication of the ancient melodies of Ireland. Dr. Petrie, the eminent artist and antiquary, has been nominated president of the society. A manuscript Irish canon, 1200 years old, has been discovered in the library of Cambay. The Rev. Mr. Craves has given notice of it at the Royal Irish Academy.

Eclipses in 1852.—The eclipses are six in number—that is, three of the sun and three of the moon, but only one of the moon, Jan 7, visible at Greenwich. Begins at twenty minutes past four in the morning. Middle of the eclipse, ten minutes after six. Ends at eight in the morning. 2. A partial eclipse of the sun, January 21, invisible at Greenwich. Begins at thirty-three minutes past five in the morning. Middle of the eclipse, twenty minutes past seven. Ends fifty-two minutes past eight in the morning. 3. A partial eclipse of the sun, June 17, invisible at Greenwich. Begins at fifty-six minutes past two at noon. Middle of the eclipse, fifty-nine minutes past four. Ends two minutes past seven in the evening. 4. A total eclipse of the moon, July 1, invisible at Greenwich. Begins at thirty-seven minutes past one, noon. Middle of the eclipse, twenty-six minutes past three. Ends fourteen minutes past five, afternoon. 5. A total eclipse of the sun, December 11, invisible at Greenwich. Begins at twenty-six minutes past one, morning. Middle of the eclipse, twenty-four minutes past three. Ends at fifty-five minutes past five, morning. 6. A partial eclipse of the moon, December 26, invisible at Greenwich. Begins at thirty-three minutes past eleven in the morning. Middle of the eclipse, three minutes past one. Ends at thirty-two minutes past two at noon.

Archæological Researches in Algeria.—Several French gentlemen are making archæological searches in Algeria, which abounds in remains of the Roman domination. A few weeks back a Roman mosaic of great beauty was discovered at Aumale, only slightly covered with earth. It appears to have formed part of a magnificent pavement of great extent. It contains the representation of scenes of religious life, the persons and animals in which are designed with great boldness and purity, and are coloured to represent nature. All the figures are surrounded by a border, also coloured. One compartment of the mosaic represents a woman, nearly naked, quitting agricultural labours to attend to her religious duties; another represents the goddess Thetis with two dolphins, and a figure symbolising Apollo conveying to her a lyre; the third, a female on a bull—supposed to be the carrying off of Europa by Jupiter; a fourth, Amphitrite advancing towards Neptune. There are also two other compartments, but so damaged that the subjects cannot be made out. The mosaic establishes, curiously enough, the extraordinary tenacity of local customs—representing a woman labouring in the fields, it proves that in those times women were accustomed in that neighbourhood to take part in agricultural drudgery—in the same neighbourhood to this very day the native women still do so, though in no other part of Algeria is anything of the kind discovered. Amongst other things which the French have discovered are the remains of a cemetery, also near Aumale. On some of the stones very curious inscriptions have been found. One is to the effect that “the deceased A—religiously cultivated modesty, enjoyed fair fame, and lived 26 years without having had the fever.” This singular addition must, no doubt, be ascribed to the unhealthiness of the climate, caused by extensive swamps. These swamps still exist.—[Literary Gazette.

Theory of the formation of the Earth—New mode of preserving Animal Matter from Decay.—Professor Gorini, professor of natural history at the University of Lodi, made before a circle of private friends, two nights ago, a very remarkable experiment illustrative of his theory as to the formation of mountains. He melts some substances, known only to himself, in a vessel, and allows the liquid to cool. At first, it presents an even surface, but a portion continues to ooze up from beneath, and gradually elevations are formed, exactly corresponding in shape with those which are found on the earth. Even to the stratification the resemblance is complete, and M. Gorini can produce on a small scale the phenomena of volcanoes and earthquakes. He contends, therefore, that the inequalities on the face of the globe are the result of certain materials, first reduced by the application of heat to a liquid state, and then allowed gradually to consolidate. In another and more practically useful field of research the learned professor has developed some very important facts. He has succeeded in a most surprising extent in preserving animal matter from decay without resorting to any known process for that purpose. Specimens are shown by him of portions of the human body which, without any alteration in their natural appearance, have been exposed to the action of the atmosphere for six and seven years: and he states that, at a trifling cost, he can keep meat for any length of time, in such a way that it can be eaten quite fresh. The importance of such a discovery, if on a practical investigation it is found to answer, will be more readily understood when it is remembered that the flocks of Australia are boiled down into tallow, their

flesh being otherwise almost valueless, and that in South America vast herds of cattle are annually slaughtered for the sake of their hides alone.

Mr. Grinnell and the British Residents of New York.—Twelve of Mr. Grinnell's friends, of British birth, residents in New York, united recently in procuring a beautiful gold medal to be prepared, with an inscription attesting their sense of his conduct in connection with the search for Sir John Franklin, and on Friday it was formally presented to Mr. Grinnell. It is about twice the size of a silver dollar; the rim is surmounted with the flags of the two nations, wrought in gold; on the face is a representation of the *Advance* and *Rescue*, in their most perilous condition, crowded with ice; on the obverse is the following inscription:—“The British residents of New York to Henry Grinnell, in grateful admiration of his noble efforts to save Sir John Franklin.

“’Tis thine to feel another's woe,
And ours to mark the sacred glow.
“1851.”

The design of the medal is beautiful, and in the best possible taste.—[N. Y. Times.

Six new Humming Birds.—Mr. J. Gould lately read before the Geological Society of London a minute description of six new species of Humming Birds, brought from Veragua, in New Granada, by Mr. Warszewicz, a distinguished traveller and botanist. Some specimens, thought to have been spoiled on the voyage, were still beautifully coloured, a glittering red, blue, and green colour, mixed with snow white, of a brilliancy enhanced by darker colours. They were discovered at 6,000 feet up the mountains where they inhabit. Mr. W. is the first naturalist who has penetrated into those parts, where he encountered both hardship and danger.

TO FEMALE SCHOOL TEACHERS.

APPLICATIONS (post paid), accompanied by testimonials of ability, &c., will be received by the undersigned, on behalf of the Board of School Trustees of the Incorporated Town of Chatham, in the County of Kent, until the 10th day of February next, from competent Female Teachers, of whom two are required in the female department of the Public School in the Town of Chatham, one of which departments to be subordinate to the other.

Salaries not to exceed £60, and £40 per annum for the situations respectively.

By order of the Board,

GEO. DÜCK, JR.,
Chairman, B. S. T.

Chatham, January 15th, 1852.

COMMON SCHOOLS.—CITY OF TORONTO.

THE Board of School Trustees for the City of Toronto will receive applications until Thursday, January 8th, 1852, from parties desirous of filling the following offices, viz:

Local Superintendent and Visitorial Teacher, combined—to which will be attached the salary of £160 per annum.

Applications, with testimonials, to be addressed (post paid) to the undersigned—who will furnish any further information.

G. A. BARBER,
Secretary, Board School Trustees.

Toronto, Dec. 23rd, 1851.

The time for receiving application for the above office, has been extended to TUESDAY, January 27th, 1852.

G. A. B.

A TEACHER of great experience, who has a first class certificate, wishes for an engagement—can produce superior testimonials, and refer to Mr. Hodgins, Education Office. Address D. E., Education Office, Toronto.

WANTED for the Chippewa School by the Board of School Trustees for that Village:—a first class male Teacher; a second class ditto; and a female Teacher for the girls school. Immediate application, stating terms, to be made to William Hepburne, Secretary to the Board. The teachers must be Protestant. Those trained in the Normal School will be preferred. The first class male teacher will not be required until the 1st of April next, but the others without delay. The Schools are supported on the free school principle.

WILLIAM HODGINS, ARCHITECT AND CIVIL ENGINEER, KING STREET, TORONTO,

DIRECTLY OPPOSITE THE ARCADE, ST. LAWRENCE HALL,

HAVING devoted much attention to the study of SCHOOL ARCHITECTURE, offers his services to School Authorities throughout the Province, in preparing Designs, with detailed Plans and Specifications of Grammar and Common Schools, and their appendages, so as to meet the requirements of the present improved system of Education.

Reference kindly permitted to the Chief Superintendent of Schools, and the officers of the Educational Department.

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All communications to be addressed to Mr. J. GEORGE HODGINS,
Education Office, Toronto.