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JOURNAL OF EDUCATION

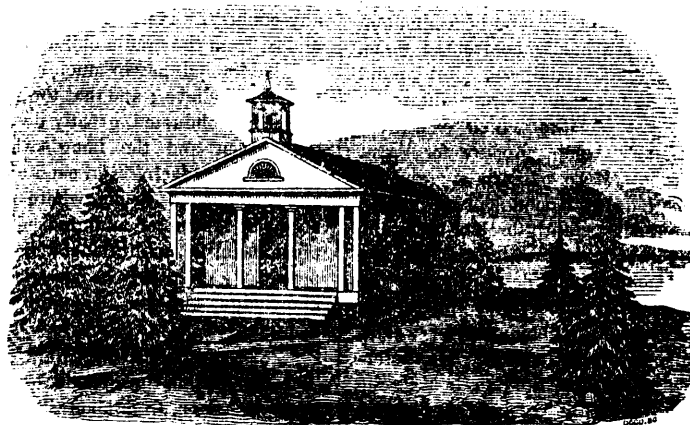
FOR

Upper  Canada.

VOL. IV.

TORONTO, APRIL, 1851.

No. 4.



PERSPECTIVE VIEW OF THE SECTION SCHOOL HOUSE ERECTED AT BARRINGTON, RHODE ISLAND.

(For plans of interior arrangements, &c., with explanation, see page 52.)

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MODERN SYSTEMS OF EDUCATION AND THEIR FOUNDERS.

JOHN FREDERIC OBERLIN.—BORN 1740, DIED 1826, *ÆTAS* 86.

No. I.

We have prepared a series of biographical sketches of the principal promoters, or founders of modern systems of popular education, which we hope will prove interesting and valuable. Our series, arranged chronologically, will include sketches of the life and labours of Oberlin, Pestalozzi, DeFellenberg, Lancaster, Bell, Jacatot, and other distinguished educators.

John Frederic Oberlin was the Pastor of Walbach, an obscure village in the north-eastern part of France, situated in the Ban de la Roche, or Steintahl, which signifies the Valley of Stones. From

his childhood to the day of his death, he was remarkable for his disinterestedness. He lived only to do good. He refused more eligible situations, for the sake of leading an humble and laborious life in the Ban de la Roche, simply because the people were very poor and very ignorant, and he could nowhere else be so useful.

The Ban de la Roche has been singularly fortunate in having had the work of general education carried forward with zeal and discretion by the religious instructors of its population, from the year 1750 to the death of Oberlin in 1827. The predecessor of Oberlin was M. Stouber, a man of a less ardent temperament, but who, like himself, had the remarkable merit of perceiving the necessity of instructing the great body of the people, undeterred by those vain fears, and uninfluenced by those obstinate prejudices, which, in nations calling themselves enlightened, have so long opposed the progress of knowledge, upon the principle that popular ignorance and state security are inseparable. M. Stouber began his pastoral office by reforming the village schools. The principal establishment for the elementary instruction of the district was a miserable cottage, where a number of children were crowded together, wild and noisy, and without occupation.

He set about procuring new schoolmasters; but the trade was considered so disreputable, that none of the more respectable inhabitants of the canton would undertake the office. Stouber, like a wise man, changed the title of the vocation; and though he could not obtain schoolmasters, he had no difficulty in finding superintendents for his schools under the dignified name of 'Messieurs les Régents.' These worthy men were soon in full activity. Stouber printed spelling-books and reading-lessons for the use of his pupils, and built a log-hut for a school-house. The progress made by the children induced their parents to wish to read, and a system of adult instruction, during part of the Sunday, and in the long winter evenings, was established throughout the canton. Stouber persevered in his admirable labours for fourteen years, when, his wife dying, his situation lost a principal charm, and he accepted the station of pastor to St. Thomas's Church, at Strasbourg. He found a succes-

sor in Oberlin (a native of Strasbourg, and brother of the celebrated Professor), who had been educated for the ministry, and who was ardently looking for some cure in which his pious zeal might be fully exercised. He entered upon his charge in 1767, in the twenty-seventh year of his age.

Oberlin's situation was a singular one, and to some minds it would have been sufficiently discouraging. He was of an enthusiastic nature, devoted to his profession, ardent in the attainment of knowledge, and anxiously desirous to communicate it to others. The people amongst whom he was thrown were still lamentably ignorant. They suffered Stouber to teach their children to read, because their schoolmaster was an ancient officer amongst them; but Oberlin's notions of education were much too comprehensive for their understandings. He found them speaking a rude *patois*, which as effectually separated them from communication with the rest of mankind as their utter want of roads. The people at first did not comprehend his plans or appreciate his motives. Ignorance is always suspicious. They resolved not to submit to innovation. The peasants agreed on one occasion to waylay and beat him, and on another to duck him in a cistern. He boldly confronted them, and subdued their hearts by his courageous mildness. But he did more: he gave up *exhorting* the people to pursue their real interests; he practically showed them the vast benefits which competent knowledge and well-directed industry would procure for them. These mountaineers in many respects were barbarians; and he resolved to civilize them. The Ban de la Roche had no roads. The few passes in the mountains were constantly broken up by the torrents, or obstructed by the loosened earth which fell from the overhanging rocks. The river Bruche, which flows through the canton, had no bridge but one of stepping-stones. Within a few miles of this isolated district was Strasbourg, abounding in wealth and knowledge and all the refinements of civilization. He determined to open a regular communication between the Ban de la Roche and that city; to find there a market for the produce of his own district, and to bring thence in exchange new comforts and new means of improvement. He assembled the people, explained his objects, and proposed that they should blast the rocks to make a wall, a mile and a half in length, to support a road by the side of the river, over which a bridge must also be made. The peasants one and all declared the thing was impossible; and every one excused himself from engaging in such an unreasonable scheme. Oberlin exhorted them, reasoned with them, appealed to them as husbands and fathers—but in vain. He at last threw a pickaxe upon his shoulder, and went to work himself, assisted by a trusty servant. He had soon the support of fellow-labourers. He regarded not the thorns by which his hands were torn, nor the loose stones which fell from the rocks and bruised them. His heart was in the work, and no difficulty could stop him. He devoted his own little property to the undertaking; he raised subscriptions amongst his old friends; tools were bought for all who were willing to use them. On the Sunday the good pastor laboured in his calling as a teacher of sacred truths; but on the Monday he rose with the sun to his work of practical benevolence, and, marching at the head of two hundred of his flock, went with renewed vigour to his conquest over the natural obstacles to the civilization of the district. In three years the road was finished, the bridge was built, and the communication with Strasbourg was established. The ordinary results of intercourse between a poor and wealthy, a rude and an intelligent community, were soon felt. The people of the Ban de la Roche obtained tools, and Oberlin taught their young men the necessity of learning other trades besides that of cultivating the earth. He apprenticed the boys to carpenters, masons, glaziers, blacksmiths, and cartwrights, at Strasbourg. In a few years, these arts which were wholly unknown to the district, began to flourish. The tools were kept in good order, wheel-carriages became common, the wretched cabins were converted into snug cottages; the people felt the value of these great changes, and they began to regard their pastor with unbounded reverence.

He had many prejudices to encounter in carrying forward the education of this rude population. He desired to teach them better modes of cultivating their sterile soil; but they would not listen to him. "What," said they, "could he know of crops, who had been bred in a town." It was useless to reason with them; so he instructed them by example.

The instruction which Oberlin afforded to the adults of his canton

was only just as much as was necessary to remove the most pressing evils of their outward condition, and to impress them with a deep sense of religious obligation. But his education of the young had a wider range. When he entered on his ministry, the hut which his predecessor had built was the only school-house of the five villages composing the canton. It had been constructed of unseasoned logs, and was soon in a ruinous condition. The people, however, would not hear of a new building;—the log-house had answered very well, and was good enough for their time. Oberlin was not to be so deterred from the pursuit of his benevolent wishes. He applied to his friends at Strasbourg, and took upon himself a heavy pecuniary responsibility. A new building was soon completed at Walbach, and in a few years the inhabitants in the other four parishes came voluntarily forward, to build a school-house in each of the villages. Oberlin engaged zealously in the preparation of masters for these establishments, which were to receive all the children of the district when of a proper age. But he also carried the principle of education farther than it had ever before gone in any country. He was the founder of *infant* schools. He saw that almost from the cradle children were capable of instruction; that evil habits had begun much earlier than the world had been accustomed to believe; and that the facility with which mature education might be conducted, greatly depended upon the impressions which the reason and the imagination of infants might receive. He appointed *conductrices* in each commune, paid at his own expense; and established rooms, where children from two to six years old might be instructed and amused:—and he thus gave the model of those beautiful institutions which have first shown us how the happiness of a child may be associated with its improvement, and how knowledge, and the discipline which leads to knowledge, are not, necessarily

"Harsh and crabbed as dull fools suppose."

The children, in these little establishments, were not kept "from morn till noon, from noon till dewy eve" over the horn-book and primer. They learnt to knit, and sew, and spin; and when they were weary they had pictures to look at, and maps, engraved on wood, for their special use, of their own canton, of Alsace, of France, and of Europe. They sang songs and hymns; and they were never suffered to speak a word of *patois*. This last regulation shows the practical wisdom of their instructor.

When the children of the Ban de la Roche—the children of peasants, be it remembered, who, a few years before the blessing of such a pastor as Oberlin was betowed upon them, were not only steeped

"Up to the very lips in poverty,"

But were groping in that darkness of the understanding which too often accompanies extreme indigence—when these children were removed to the higher schools, which possessed the most limited funds when compared with almost the meanest of our common schools in the country, they were taught reading, writing, arithmetic, geography, astronomy, sacred and profane history, agriculture, natural history, especially botany, natural philosophy, music, and drawing. Oberlin reserved for himself, almost exclusively, the religious instruction of this large family;—and he established a weekly meeting of all the scholars at Walbach. The inhabitants of Strasbourg and of the neighbouring towns from which the Ban de la Roche had been recently cut off, came to look upon the wonders which one man had effected. Subscriptions poured in upon the disinterested pastor;—endowments were added. Well did he use this assistance. He founded a valuable library for the use of the children; he printed a number of the best school-books for their particular instruction; he made a collection of philosophical and mathematical instruments; he established prizes for masters and scholars; he published an almanac which he gave to his people.

The children of Oberlin's schools were taught whatever could be useful to them in their pastoral and agricultural life, and whatever could enable them to extract happiness out of their ordinary pursuits. They were incited to compose short essays on the management of the farm and the orchard; they were led into the woods to search for indigenous plants, to acquire their names, and to cultivate them in their own little gardens; and they were instructed in the delightful art of copying these flowers from nature.

The wonderful improvements he had made in the Steintahl, and the religious and enlightened state of his little community, excited universal interest and admiration. The goodness of Oberlin became

fame; and in the decline of life the excellent old man was visited by foreigners from various parts of the world, who came to pay their tribute of respect to the venerable pastor of the Ban de la Roche.

He died in June, 1826, at the age of 86. At the moment of his departure the tolling of a bell announced to his anxious people that their "*Father Oberlin*," as they affectionately called him, had "gone hence to be with them no more." Their sorrow was deep and universal. Notwithstanding the incessant rain that poured down for several days previous to his funeral, all the inhabitants, young and old, from the remotest corners of the Ban de la Roche, assembled to pay their last tribute of respect to their instructor, benefactor, and friend. His Bible and clerical robes were laid upon his coffin, and the Mayor affixed to the funeral-pall the decoration of the Legion of Honour. Twelve girls standing around the hearse, sang a hymn in chorus. The coffin was borne by the magistrates, and the children of the different schools established by Oberlin chanted, at intervals, sacred hymns prepared for the occasion. The procession was more than two miles in length. In front walked the oldest inhabitant of the Steintahl, carrying a cross to be placed upon his grave, on which was engraved in open letters, the simple and affecting epitaph, *Papa Oberlin*.

FAMILIAR SKETCH OF A COMMON SCHOOL IN GERMANY.

The following familiar sketch of the every day routine of a German elementary school, from DICKEN'S *Household Words*, is intended as a keen satire upon those persons who are satisfied with the worst and cheapest description of school houses and school masters for their children:—

Just step into the interior of one of these same German schools, and see what manner of outlandish work is going on. There! Did you ever see the like of that! Call that a school! The boys are comfortably seated, and the master stands!

Mean-spirited fellow, there he stands, as though it were he who had the hardest work to do! The room is lofty, airy, and well warmed; the children sit, I do believe, in absolute enjoyment of the lesson. No other sound interrupts the teacher and his class; the other classes are under the same roof in other rooms. Ruined by luxury, there sit the children—with a grown man, and what's worse, a trained and educated man, standing before them, pouring out his energies. He isn't hearing them their lessons out of a book; the lesson they have learned out of a book, he is explaining with all the art of a lawyer, enlivening with anecdotes, sprinkling about with apt questions. The children are all on the *qui vive*, and asking questions in their turn—why don't he knock 'em down for their impertinence? See! now he asks a question of the class—up go two dozen little hands! The owners of those little hands believe that they can answer it. There! he selects one to answer, who looks pleased at the distinction. When the next question comes, he'll tackle some one else.

Now comes a lesson in geography. He takes a piece of chalk, and turns to the blackboard. Dot..dot..dot. There is a range of mountains. As soon as its shape is defined, the children eagerly shout out its name. In five seconds the names of five rivers are indicated, and named as fast as they are drawn, by the young vagabonds, who watch the artist's hand. Down go the rivers to the sea, and—dot..dot..dot.—a dozen and a half of towns are indicated, every dot named in chorus. Then comes the coast line, boundaries of countries, provinces, and other towns. In ten minutes there is on the board a clever impromptu map of Germany, and the children have shouted out the meaning of every dot and stroke as it was made. They think it better fun than puzzles. Very pretty.

Now there he is, beginning at the school-yard, talking of its size; then advancing to a notion of the street; then of the town, then of the province, and leading his pupils to an idea of space, and the extent of country indicated upon such a map. Truly abominable all this is! Where's the discipline, I should like to know? If a school is not made the preliminary Hall of Sorrow, how are men to grow up, able to endure such a House of Trouble as this world notoriously is? How can the mind be strengthened more effectually than by giving it at first the daily task to learn by rote,

an exercise of simple memory? The less the task is understood, the more the memory is exercised in learning it; and so the better for the child. What will become of a man whose ears when he was young were never boxed—whose hands were never bruised by any ruler—who in his childhood regarded canes in no other light than as objects of botanical curiosity? What I say of a boy is, that he ought to be thrashed. My notion of education—and I believe the British nation will bear me out in what I say—my notion is that we ought to have a decidedly uncomfortable school room—very hot—a good, dizzy, sleepy place, with lots of repetition of the same thing, to insure monotony—and that the children should learn by heart every day a certain quantity of print out of school books.

That they should show that they have learned it by repeating it before their teacher, who must sit down and look big, upon a stool or a chair, and have a cane or ruler on the desk before him. That while saying their lessons, they should stand uncomfortably, and endure, Spartan like, the wholesome discipline of fatigue, blows, bodily fear, and great mental perplexity. That's the way to learn. It's well known. Don't we all remember what we learnt that way? The teacher who has only to hear whether certain words printed before him are repeated accurately—to detect, perhaps, if he don't mind that trouble, errors in a sum—to direct a writing class—the teacher, who can read, write tolerably, add, subtract, multiply, and divide with moderate correctness, and who has the knack of filliping upon the head, with a stern manner, for the sake of being what is called a strict disciplinarian—that's the jockey to manage children.

But those Germans, who write three hundred volumes on the science of teaching for every one we get in England on this subject, think quite otherwise. In all their states by practice, and in some by special law, the knocking of heads, the pulling of ears, and all such wholesome pleasures, are denied the schoolmaster. Flogging is resorted to, most rarely. The following is a school regulation of the Government of Austria. Austria, my English friend!

"The teacher must carefully avoid hastily resorting to the rod; he must neither box a child's ears, nor pull or pinch them; or pull its hair; or hit it on the head, or any tender part; or use any instrument of punishment than a rod or stick; and that only for great faults. Even then, this kind of punishment may only be resorted to after having obtained the consent of the Landrath, and of the parents of the child, and in their presence."

THE ART OF TEACHING.

Teaching is an art, and it must be learned as much as any other art. To give instruction in the best manner, to conduct and govern a school so as to make it answer its chief end, is a work of great difficulty and importance. Tact in teaching is in fact the art of so communicating knowledge, that the pupil shall understand subjects sought to be imparted; and associating what is thus received with other and previous attainments, he may be led at one and the same time "to cultivate his original faculties," and store his mind with useful knowledge. Says one, "he who would be an accomplished physician, must study principles, as well as see cases." In like manner, he who would be a successful teacher, must look beyond systems to the principles on which they rest. The man who imagines himself a teacher, qualified for the responsible duties of an instructor, merely because he has seen others teach in a particular way, is just as much an empiric, as a pretender in medicine, who occasionally walks through the wards of an hospital. The art of communicating knowledge has its principles—principles which lie deep in the philosophy of our nature.

Some of the best minds in our country and in Europe have for several years been employed in elucidating these principles, and in discovering the best methods of imparting instruction. The day for quack pedagogues is passed. A teacher to be successful in his high calling, must not only be thoroughly acquainted with all branches which he proposes to teach, teaching principle as well as facts, but he must possess extensive general information, have a good knowledge of human nature, possess good common sense and prudence, ease of communication, the ability of inspiring in his pupils an enthusiastic love of knowledge, the power of maintaining good government, self-control, an amiable disposition, attractive

personal accomplishments, and a character eminent for purity and excellence.

A thoroughly accomplished teacher is as rarely to be met with, as an individual of the highest merit in any of the professions or other responsible callings of life. And no person can excel as an instructor, who does not make some special preparation for his work, and acquaint himself with the philosophy of teaching, and the art of conducting and governing a school.

School Architecture.

The engraving on the 49th page, taken from Barnard's Architecture, represents in perspective a section school house in the town of Barrington, Rhode Island—the most attractive, convenient, and complete structure of the kind in any agricultural district in the State—and, it is believed, in New England.

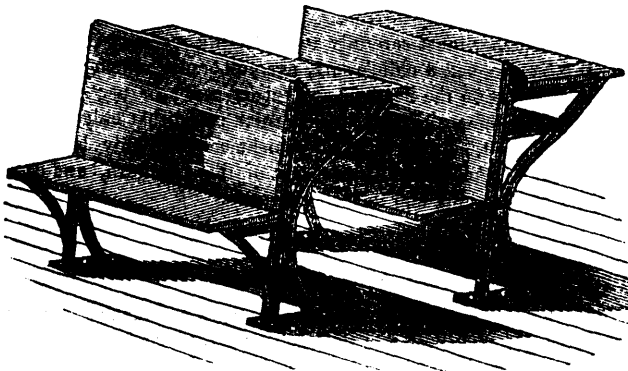
The house stands back from the highway in a lot, of an acre in extent, and commands an extensive view up and down Narraganset Bay, and of the rich cultivated fields for miles in every other direction.

The building is 40 feet long by 25 wide, and 12 feet high in the clear, and is built after working plans drawn by Mr. Teft, of Providence.

The school room is calculated to accommodate 64 pupils, with seats and desks each for two pupils, similar to the following cut, and arranged as in figure 2.

The end-piece, or supports, both of the desk and seat, are of cast-iron, and the wood-work is attached by screws. They are made of eight sizes, giving a seat from ten inches to seventeen, and a desk at the edge next to the scholar from seventeen to twenty-six inches from the floor.

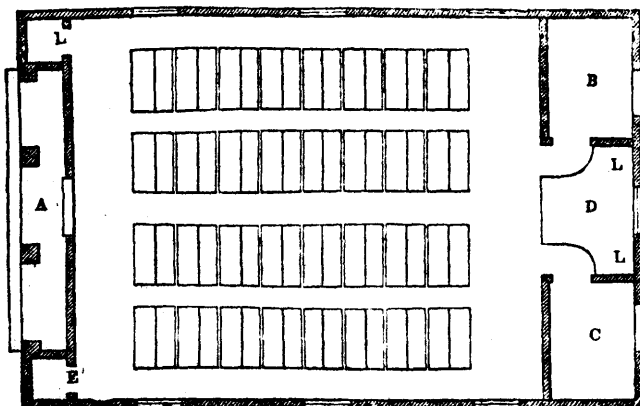
Fig. 2.



Each pupil, when properly seated, can rest his feet on the floor without the muscle of the thigh pressing hard upon the front edge of the seat, and with a support for the muscles of the back.

The yards and entrance for the boys and girls are entirely separate, and each is appropriately fitted up with scraper, mats, broom, water-pails, sink, hooks and shelves.

Fig. 3.



- A—Front entrance.
- B—Girls' entrance and lobby, fitted up with mats, scrapers, hooks, shelves.
- C—Boys' entrance.
- D—Teacher's platform.
- S—Ventilating stove.
- V—Flue for ventilation.
- L L L—Cases for library.
- E—Closets for apparatus, &c.

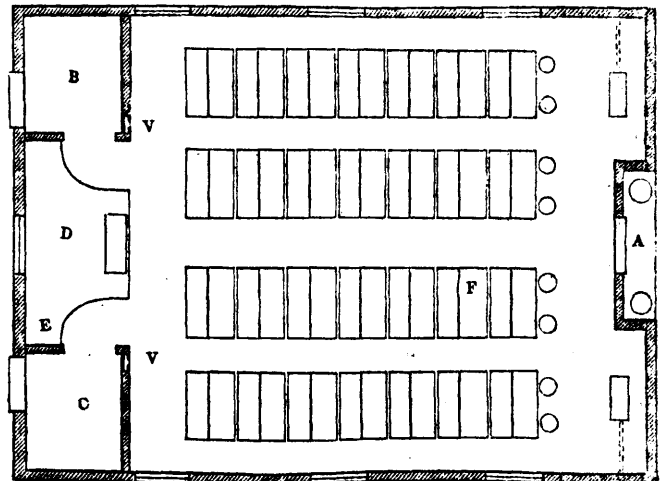
The school is well supplied with blackboards, maps, globes, and diagrams, and such other instrumentalities as are necessary and useful in the studies usually taught in elementary schools.

There is abundance of unoccupied space around the sides of the room and between the ranges of desks to allow of the free movements of the teacher and of the pupils, in passing to and from their seats.

There is also a district library of about 600 volumes, containing a large number of books of reference, such as Dictionaries, Encyclopaedia, and a variety of the best text books in the several studies of the school, to enable the teacher to extend his knowledge, and illustrate his recitations by additional information. There are about one hundred volumes selected with reference to the youngest class of children, and about 400 volumes in the different departments of useful knowledge, calculated for circulation among the older pupils, in the families of the district generally.

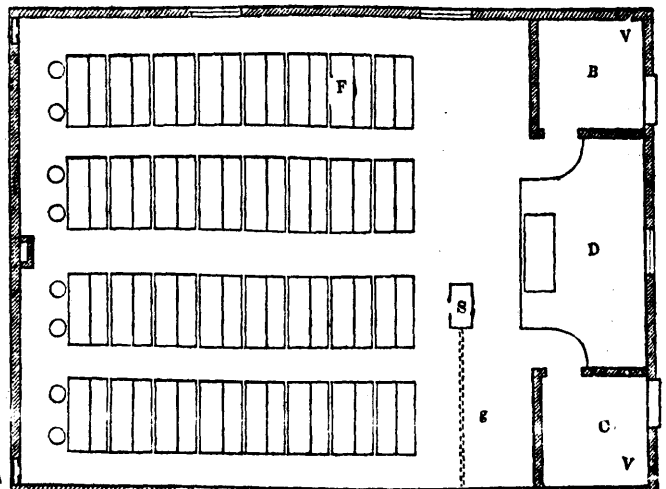
More than sixty section school houses have been erected in Rhode Island on the same general plan as that presented in the cuts of the Barrington and Gloucester school house, with some slight variations required by the nature of the site, or the peculiar views of the majority of the district, or of the building committee, in each case. The following plans present some of these modifications. The first is 34 ft. by 25, and the second, 36 ft. by 27.

Fig. 4.



- A—Front entrance.
- B—Girls' entrance.
- C—Boys' do.
- D—Teacher's platform.
- E—Library.
- S—Ventilating stove.
- V—Flue for ventilation.
- F—Seat and desk, with iron ends. See figure 2.
- g—Cold air duct.

Fig. 5.



Miscellaneous.

THE THREE HOMES.

"Where is thy home?" I asked a child,
Who, in the morning air,
Was twining flowers most sweet and wild,
In garlands for her hair.
"My Home," the happy heart replied,
And smiled in childish glee,
"Is on the sunny mountain's side,
Where soft winds wander free."
Oh, blessings fall on artless youth,
And all its rosy hours,
When every word is joy and truth,
And treasures live in flowers.

"Where is thy home?" I asked of one,
Who bent with flushing face,
To hear a warrior's tender tone,
In the wild wood's secret place.
She spoke not, but her varying cheer,
The tale might well impart:
The home of that young spirit meek
Was in a kindred heart.
Ah! souls that well might soar above,
To earth will fondly cling,
And build their hopes on human love,
That light and fragile thing.

"Where is thy home, thou lonely man?"
I asked a pilgrim gray,
Who came with furrowed brow and wan,
Slow moving on his way.
He paused, and with a solemn mien
Upturned his holy eyes;
"The land I seek thou ne'er hast seen—
My house is in the skies!"
Oh! blest—thrice blest—the heart must be,
To whom such thoughts are given;
That walks from worldly fetters free—
His only home in heaven!

HISTORICAL SKETCH OF NORMAL SCHOOLS.

The following condensed historical sketch of Normal Schools was prepared by the Editor of the Dedham, Mass. Gazette, who is Chairman of the joint committee of the Legislature on Education:—

Normal schools, or schools for the instruction and preparation of teachers of youth, although new to us, are not new in the history of the world. In several of the states of Europe, particularly in Prussia, schools of this character were found in operation more than a century ago. At a meeting of the friends of Education, held at Halifax, in the county of Plymouth, in 1838, John Quincy Adams used the following language: "We see monarchs expending vast sums in establishing normal schools throughout their realms, and shall we be outdone by kings?" In 1748 a private school was established for teachers, at Berlin, by the Rev. John Julius Hecker, which in 1754 was raised to the rank of a royal school under the patronage of the State. By the provisions of a royal ordinance of the year 1819, normal schools are established in each of the ten provinces of the kingdom of Prussia, as a part of the school system. Saxony, Bavaria, Wirtemberg, Baden and other German States, also, early adopted the plan, and at a later date, Holland and England. There are at present 264 normal schools in Europe, of which 97 are in France, 51 in Prussia, and 23 in England, &c.

The attention of the people of Massachusetts was first directed to the subject chiefly by the writings of the late James G. Carter, of Lancaster, who published several Essays upon the subject as early as the year 1824 and 25. In 1830, a teacher's seminary was established in Andover, as a department of Philips Academy. Owing to a want of funds for its support, it was abandoned in 1842, but not until the State had made provision for other schools of a similar character. The name of Samuel Farrar is honourably connected with this project.

Rev. Charles Brooks, of Hingham, took an active part in the labours which resulted in the establishment of the Board of Education and the normal schools. He commenced his efforts as early as 1835, and was unwearied in his exertions, until his objects were accomplished. The Board of Education was established in 1837, and in its first annual report it called the attention of the Legislature to the subject of normal schools. During the session of 1838, a donation of \$10,000 was offered by Edmund Dwight, to be

appropriated for the qualification of teachers, on condition that the State would provide an equal sum. The proposition was accepted, and normal schools were established at Barre, Lexington and Bridgewater: the two first in 1839, and the latter in 1840.

The Lexington schools was transferred to West Newton in 1844, a building for the accommodation of the same having been given by Hon. Josiah Quincy, Jr., of Boston. The school established at Barre has been removed to Westfield. The sum of five thousand dollars, obtained by private subscription, was offered in 1845, on condition of a grant by the State of an equal sum, for the purpose of erecting more commodious houses for the accommodation of the schools at Westfield and Bridgewater. The proposition was accepted, and the houses built.

The sum of \$7,000 per annum is now allowed from the treasury for the support of these schools. Pupils of both sexes are taught at Westfield and Bridgewater, but the school at West Newton is designed for females only.

Massachusetts was the first State in the Union to adopt the plan of normal schools. New York followed, and in 1844, a State normal school was established at Albany, and \$10,000 annually appropriated for its support. A spacious and handsome building for its use, was erected in 1848, at an expense of \$25,000. Previous to the establishment of the normal school for the education of teachers, New York had appropriated large sums to her academies for the same purpose, but without success.

In Pennsylvania there is a normal school for female teachers, established in 1848, in Philadelphia, and supported at the expense of that city.

By an act approved June, 1849, provision was made for the establishment of a normal school in Connecticut, and for its support. The public spirit of the inhabitants of New Britain, in order to secure the location of the institution in that town, raised about \$18,000 for its benefit, on a guaranty of its continuance for a period of only four years. The principal of the school is Hon. Henry Barnard, for many years an active and devoted servant of the cause of popular education, and recently commissioner of common schools for the State of Rhode Island. The subject of normal schools was early agitated in Connecticut by Thomas H. Gallaudett, formerly Principal of the Deaf and Dumb Asylum. His efforts, in conjunction with those of Mr. Barnard, have at length been crowned with success, and we trust that the institution at New Britain will prove worthy of the long continued efforts that have been made for its establishment.

The youthful State of Michigan has entered the field in competition with her elder sisters. In 1849, an act was passed to establish a state normal school, and public lands appropriated as a fund for its support. In this school provision is made for instruction in the mechanic arts and agricultural chemistry. It is located at Ypsilanti, whose citizens contributed an eligible lot of land, and a subscription of \$13,500 towards a suitable building, besides paying the salary of the instructor of the model school.

We have enumerated above, all the normal schools now in operation in the United States.

In the British provinces on this continent—at Toronto, in Upper Canada, and at St. John's, in New Brunswick, normal schools have been established on a scale of great liberality. That at Toronto was established in 1846, and last year the Provincial Legislature appropriated \$60,000 for procuring a site and erecting buildings. A beautiful site, containing seven acres and a-half, has been procured in the heart of the city, which will afford facilities for a botanical garden, and experiments in agriculture. Great progress has been made in the cause of education in Upper Canada within the past six years, for which the people of that province are much indebted to the labours of the Rev. Dr. ERRON RYERSON.

EDUCATION is a companion which no misfortune can depress—no clime destroy—no enemy alienate—no despotism enslave. At home, a friend—abroad, an introduction—in solitude, a solace—in society, an ornament. It chastens vice—it guides virtue—it gives at once a grace and government to genius. Without it, what is man? A splendid slave! a reasoning savage! vacillating between the dignity of an intelligence derived from God, and the degradation of passions participated with brutes.—*Phillips.*

From the *St. Catharines' Constitutional*.

THE QUEENSTON AND LEWISTON SUSPENSION BRIDGE.

The opening of this Bridge to the public took place on the 20th of March, 1851, and was observed as a holiday at the towns on each side of the frontier. Fifteen years ago the project of throwing a chain bridge across the river at this spot was first agitated—a charter was obtained—and a Bank established at Queenston for the purpose of carrying out the scheme; but the bank and the bubble burst together. It remained for a gentleman, then a stripling eleven years of age, to achieve the second honour of uniting with bands of iron, the two most powerful nations of the globe, of the same origin, the same laws and the same language, by the construction of this bridge. The Chief Engineer, Capt. E. W. Serrell, is an Englishman by birth, and the son of a gentleman who has acquired an undying reputation, by the erection of the far-famed Croton Water Works of New York. Capt. Serrell was educated for his profession in the neighbouring republic, and hastened home from the survey of the ship canal across the Isthmus of Panama, to compete, successfully, for the honour of constructing in the New World, the longest Suspension Bridge on the earth. To such of our readers as have it in their power to visit the beautiful Niagara River, and the scenery connected with it; so enriched by nature, and made so interesting by geological research and historic and sanguinary recollections, it may be unnecessary to enter into the *minutiae* of the construction of the bridge—but to those at a distance, who are debarred from witnessing this new medium of communication thrown across the deepest and most rapid river in the world—hanging, like a cobweb of a thousand feet, between two romantic rocks, as high as the monument of London—to such, the details of its erection, and the difficulties and discouragements the engineer had to overcome will prove interesting. The situation of the Bridge is immediately under the spot where the battle of Queenston was fought on the 12th October, 1812. On the culminating point of these heights still rears its shattered head, the column erected to the gallant General Brock, who fell on that occasion, beloved by his friends and respected by his enemies. Immediately north of the bridge, on the Canada side, is a large fragment of limestone, known as Father Hennipen's rock, which tradition tells us was the landing place of the first white navigator who attempted to ascend the river. The tower on the British side is 12 feet high, and built of magnesian lime stone from Thorold. The tower on the American side is of the same dimensions at the base, but four feet higher, to bring it to the level of that at Queenston, and is built of stone from Lockport. These elegant towers are erected on a rock of siliceous limestone about 22 feet thick, and it is into these solid rocks that the anchors are ingeniously and securely fixed, and from them that the whole weight of the bridge is suspended. There are of course two towers on each side of the river—the horizontal distance between which is 1040 feet, but the cables, from the dip required, are much longer. The bridge is supported by 10 cables—being 5 from each tower—each cable of 250 strands of No. 10 iron-wire. These 250 wires are served with annealed wire of about the same thickness—or to avoid technical terms, they are bound together by the wire twisted around them. The very ingenious instrument by which the wire was served round the cables, which are about 2½ inches in diameter, was invented, by Mr. T. M. Griffith, the assistant engineer of the work. The wire used in the construction of the cables was manufactured by Messrs. Cooper & Hewett, of New Jersey, and is made of the size of a crow quill; in length it is upwards of 1,200 feet. The extreme length of the deck of the bridge is 849 feet, and 19 feet in width. It is 64 feet above the river, which is supposed at this point to be 240 feet deep. The iron rods or suspenders by which the bridge is attached to the cables, are manufactured from Ulster iron $\frac{3}{4}$ x $\frac{1}{2}$ of an inch in thickness, and vary in length from 4 to 52 feet. It is, we believe, the first time that iron wire has been made of such an enormous length as 1,200 feet, and each strand of it was severely tested as to its strength before being put in the cables. By multiplying the length of each strand by the number composing the ten cables, we observe that there are nearly 70 miles of wire in the cables alone, the weight of which between the towers is about 75 tons. It is estimated that this gossamer bridge—for such at a bird's eye view it appears to be—is capable of sustaining at once a distributed weight of 250 tons. Captain Serrell has so constructed the iron saddle

plates on the top of the towers, that vacancies are left in each, for additional cables of 400 strands should it be necessary to give additional strength for the passage of locomotive carriages. In removing a large quantity of earth and rock on the west cliff, to obtain a secure anchorage on the siliceous lime stone, the excavators arrived at the same stratum of rock that occurs under the great sheet at the Falls of Niagara—indicating thereby that the dip of the strata is towards Lake Erie, and affording we suppose, ground work of curious speculation, as to the period when these agonized waters will wear and wend their troubled way to the Upper Lake. The chief of the Chippewa Nation, when visiting the Bridge last week, remarked that could the Indians who for many generations have made their graves on the river's bank, rise at once from the dead, how great would be their amazement at a scene like this; and how greatly would it be increased could they witness the "iron horse"—snorting and smoking with resistless force across the river *O-ni-au-ga-rah*. (The Thunder of Waters.)

A WORD FITLY SPOKEN, HOW GOOD IS IT!—"Little things," make up the sum of human existence. In the natural world, objects, animate and inanimate, are composed of particles. Innumerable shining sands form the barrier against which old Ocean loves to fret. Crystal drops compose the vast extent of water which covers nearly three-fourth of our globe. The "blessed light," which cheers us day by day, may be separated into an infinite number of rays, each blending with its neighbour while faithfully performing its work. And the rich odors, so grateful to the senses, which float in our atmosphere, are actually tiny atoms, escaping from the dewy petals of the rose or lily, which blossoms at our feet. Meet emblems are those odors, floating round us all unseen, of the influence of words "fitly spoken." Words are among the "little things" which determine our influence for good or ill. Speak they of sympathy, or encouragement, or reproof, if so be they are spoken kindly, they are like "apples of gold, in pictures of silver." And no class has the privilege or opportunity of distributing so largely these small but precious coins, as the teacher. True, many are the words of counsel and instruction that fall from a parent's lip. But they are confined chiefly to those of his own household. The faithful pastor, as he kindly cares for all his flock, passes not by the lowliest, even without some "fitly spoken" word, which may, perchance, sink deeply in the youthful heart, there taking root, to bring forth fruit, long perhaps after he who planted the good seed shall have passed away. But his intercourse is limited, while the teacher meets daily with his band. And daily is his own character partially recreated in each one of his number, through the medium of his words. It is his to prune and fashion the slender sapling, which shall hereafter become the mighty oak. To his keeping is given the gold, while molten, and he may mould it in what form soever he pleaseth. To him is entrusted the fertile soil of deathless intellect, and whether the seeds there scattered shall produce flowers that will cheer and bless with their life-giving fragrance, or blast and destroy with their poisonous breath, depends very much on him. Would you have influence with those who look to you for guidance and instruction? bear with you the law of kindness. Would you command their respect? let your words, though they inflict pain for the time, drop kindly from your lips. Would you lead them all in her ways, whose paths are pleasantness and peace? labour constantly, earnestly, kindly. The child has his troubles, as well as the man, and they are as hard for him to bear. Therefore he needs words of sympathy. Let him have them,—let him have them too from his teacher. And let that teacher remember, he has done no vain thing, for he has made a human being happier, and perchance saved him the "loss of a day." For it is the wonderful virtue of sympathy to lessen grief, and the troubled spirit soothed, which will rouse again its energies, and toil on as before. The youthful heart, too, however hopeful, will sometimes be depressed, discouraged. Then a single word, if it be "fitly spoken" by a loved teacher, will, like the magician's wand, work wonders. And when the word of reproof is needed, let not the faithful teacher shrink from duty, but rebuke, exhort, entreat, with all patience, and he shall win the reward of his well-doing.

THE HOURS OF A WISE MAN are brightened by his ideas, as those of a fool by his passions.—Addison.

MUSIC OF NATURE IN NORWAY.—Still as everything is to the eye, sometimes for a hundred miles together, along these deep sea valleys, there is rarely silence. The ear is kept awake by thousands of voices. In the summer there are cataracts leaping from ledge to ledge of the rocks, and there is the bleating of the kids that browse there, and the flap of the great eagle's wings, as it dashes abroad from its eyrie, and the cries of whole clouds of sea birds which inhabit the isles; and all of these sounds are mingled and multiplied by the strong echoes, until they become a din as loud as that of a city. Even at night, when the flocks are in the fold, and the birds at roost, and the echoes themselves seem to be asleep, there is occasionally a sweet music heard, too soft for even the listening ear to catch by day. Every breath of summer wind that steals through the pine forests wakes this music as it goes. The stiff, spiny leaves of the fir and pine vibrates with the breeze, like the strings of a musical instrument; so that every breath of the night-wind in the Norwegian forest wakens a myriad of tiny harps, and this gentle and mournful music may be heard in gushes, the whole night through. This music of course ceases when each tree becomes laden with snow; but yet there is a sound in the midst of the longest winter night. There is a rumble of some avalanche, after a drifting storm, a mass of snow, too heavy to keep its place, slides and tumbles from the mountain peak. There is also, now and then, a loud crack of the ice in the nearest glacier; and, as many declare, there is a cracking to be heard by those who listen, when the northern lights are shooting and blazing across the sky. Nor is this all. Wherever there is a nook between the rocks on the shore where a man may build a house and clear a field or two—wherever there is a platform beside the cataract where the sawyer may plant his mill, and make a path to join some road, there is a human habitation, and the sounds that belong to it; thence, in winter nights come music and laughter, and the tread of dancers, and the hum of many voices. The Norwegians are a sociable and hospitable people; and they hold their gay meetings in defiance of their Arctic climate, through every season of the year.

THE CAREER OF QUEEN VICTORIA.—Lord Morpeth, in one of his addresses to the electors of the West Riding of Yorkshire, England, uttered the following passage: "Reference has been frequently made to the reigns of our female sovereigns, and indeed every Englishman must fondly look back to the wisdom of Elizabeth, and the victories of Anne. But, in shaping the desired career of their fair and young successor, Victoria, we do not wish that her name should rise above the wrecks of an Armada; we do not seek to emblazon her throne with the trophies of such fields as Blenheim, or the yet more transcendent Waterloo. Let her have glories, but such as are not drained from the treasury, or dimmed with the blood of her people. Let hers be the glories of peace, of industry, of commerce, and of genius; of justice made more accessible; of education made more universal; of virtue more honoured; of religion more beloved; of holding forth the earliest gospel light to the unawakened nations; the glories that arise from gratitude for benefits conferred; and the blessings of a loyal and chivalrous, because a contented people."

THE MOUNTAINS AND VALLEYS OF INTELLECT.—The following beautiful similitude between the varied aspect which the intellect of men presents, and the physical peculiarities of the earth's surface, is forcibly illustrated by Macaulay, the eloquent essayist and historian, in his paper on Dryden, originally published in the *Edinburgh Review*:—

"Society has its great men and its little men, as the earth has its mountains and its valleys. But the inequalities of intellect, like the inequalities of the surface of our globe, bear so small a proportion to the mass, that, in calculating its great revolutions, they may safely be neglected. The sun illuminates the hills, while it is still below the horizon; and truth is discovered by the highest minds a little before it becomes manifest to the multitude. This is the extent of their superiority. They are the first to catch and reflect a light, which, without their assistance, must, in a short time, be visible to those who lie far beneath it."—*Macaulay's Essays, American Edition, p. 36.*

The habits of artificial life follow far behind the impulses of nature.

HISTORY is defined to be: Philosophy teaching by examples.—*Tytler.*—It is one of the solid foundations of oratory; and derives its value from that fundamental law of our nature by which we are inclined to judge of the future by the past. Were the analogy between past and coming events destroyed, history would be of little use.—*Stewart's M. Phil., Pt. II., § 4, Div. II.*—Stones, rude and sculptured tumuli, and mounds of earth, are the monuments of history among a rude and barbarous people; and columns, triumphal arches, coins, &c., among a more refined. The books of Moses are the earliest records of history; next to them the writings of Sanchoniatho.—*Tytler.*—True history contemplates "man" as its sole and great theme; man divided into nations, &c., but as a unit; it sweeps in all ages from the creation to the present epoch; it regards the dire conflicts which have devastated the world, as spots upon its brightness, and, viewing man as a perfectable being, traces his progress through all time in social, moral, and religious advancement. The history of man is then the history of civilization.—*Am. Review, May, 1843, p. 229.*

ANIMALCULES ON HUMAN TEETH.—Dr. H. J. Bowditch, of Cambridge, Massachusetts, states as the results of many microscopic examinations of the accumulations on the teeth of healthy persons, that of 49 individuals, most of whom were very particular in the care of their teeth, animal and vegetable products were found in every instance except two. In those cases the brush was used three times a day, and a thread was passed between the teeth daily. Windsor soap was also used by one of these two persons, with the brush. Dr. Bowditch tried the effect of various substances, in destroying the animalcules, and especially tobacco, by which they seemed to be in no way incommoded. Soapsuds and chlorine toothwash invariably destroyed them.

INSANITY AND GENIUS.—It is a remarkable circumstance, well known to those who have made insanity a special study, that it is in those families, the members of which are most distinguished for their intellectual qualities, that the greater number of insane are found.—*Dr. Winslow.*

DEDICATION OF NEW SCHOOL-HOUSES.—The erection of a good school-house is, for the community where it is located, an important event, and one which deserves to be marked by dedicatory services. Such occasions bring out many to hear the interests of education advocated, who can be reached by no other means. Every new school house in Canada, however humble, should be dedicated to the uses of education by appropriate ceremonies.

DR. CHANNING says: "The greatest man is he who chooses the right with invincible resolution, who resists the sorest temptation from within and without, who bears the heaviest burthens cheerfully, who is calmest in storms and most fearless under menace and frowns, and whose reliance on truth, on God, is most unflinching."

"In Arabia as in Greece," says Gibbon, the historian, "the perfection of language outstripped the refinement of manners, and her speech could diversify the four score names of honey, the two hundred of a serpent, the five hundred of a lion, the thousand of a sword, at a time when this copious dictionary was entrusted to the memory of an illiterate people"

Southy has said, that a sweeter verse never was composed than this:—

"Verse sweetens toil, however rude the sound;
All at her work the village maiden sings,
Nor, while she turns the giddy wheel around,
Resolves the sad vicissitudes of things."

"*Enthusiasts* are men of one idea. *Heroes* are men of one design. They who prosper in the world are usually men of one maxim." An old gentleman chanced to say to Mr. Shore, (afterwards Lord Teignmouth) "Make yourself useful, and you will succeed." He did so, and succeeded. This is an illustration of the last remark. Unremitting perseverance in the pursuit of only one ruling object, to which all the sowers of the mind and body are constantly directed, will usually succeed, unless those powers are very inferior in their kind.

JOURNAL OF EDUCATION.

TORONTO, APRIL, 1851.

THE SPIRIT OF THE PRESENT EDUCATIONAL MOVEMENT IN UPPER CANADA.

We desire to say a few words upon the spirit and manner in which the new educational campaign in Upper Canada should be conducted.

That an important era has arrived in the history of our educational operations, is a gratifying and encouraging fact. The spontaneous adoption of the principle of free schools, if the minds and feelings of the people, generally, is a striking proof of the singular adaptation of that system to the wants and wishes of the country, in regard to the diffusion of popular education. The practical application of the free school principle is, however, not so universal; nor are we anxious that its immediate adoption should be urged too strenuously by the many new and ardent friends which it has acquired in various parts of the country. In some instances we have reason to fear, that a laudable zeal to confer upon a school section the inestimable advantages of a generous and unrivalled system of schools, has been tinged with a spirit of acerbity and dogmatism. To such friends of free schools, as well as to those who would wish to call in the authoritative voice of the legislature to enforce the adoption of the system, we would respectfully offer one or two suggestions.

The character of our educational system is rapidly assuming a consistence and vigour, which will mark its progress for many years to come. The various officers charged with the administration of that system, as well as those more immediately concerned in promoting its success, should, therefore, proceed with greater caution and singleness of purpose. An enlightened spirit of generous coöperation should characterize their efforts. In all cases, whether by lecture, or at public and special meetings, and quarterly examinations, the great question of popular education should be intelligently discussed—its principles elucidated, and its vital importance to the neighbourhood practically illustrated. To accomplish this successfully, conciliation and forbearance are essential. Attention should also be specially directed to the intrinsic merits of the subject; its equal, if not paramount importance with other great national interests already cheerfully sustained by the public, such as the administration of justice, organized systems for the repression or prevention of crime, &c.

In the advocacy of any measure, however excellent and equitable it may be, it is expedient and proper that we should attentively listen to the objections of opponents; and not imperiously attempt to repress the expression of sentiments, which, though, perhaps erroneous, are, equally with our own, independent and sincere. There is a latent pride and spirit of resistance in the bosom of almost every man, which, if imprudently or incautiously aroused, will result in a settled opposition to the favourite theories of others—however invested with practical utility those plans may be. The skill of DAVID to calm the troubled spirit of the wayward SAUL lay not in the vigour of his arm, but in the sweet and touching melody of his harp. The mighty hunter, with his arts and stratagems may often fail to cage the lion, or the watchful lynx; but at the gentle strains of the fabled ORPHEUS, the fierce, the fearful, and the untractable were alike subdued. What can we see in those two instances, but a figurative illustration of the mighty power of the "human voice divine"—modulated to the accents of persuasive truthfulness, and sympathy.

In many school sections, we have witnessed with pain the advocacy of that national peacemaker—a generous system of universal education, and the great charter question of the age—degenerate into mere party strife, and petty, personal bickerings. The zeal of one party coming into strong contact with the selfishness of another, must ever ensure disaster and defeat to the best and noblest cause. It is an anomaly that a forced system of education should be a free system, and vice versa. We would, therefore, suggest to all the friends and advocates of free schools, that they would carefully avoid permitting such a reproach to be cast upon this great national system of education in its infancy. A prejudice founded, at this early period, upon harshness and severity exercised in the application of the law authorizing free schools, will, in after years, be more difficult to contend against and overcome, than the legitimate and decided opposition of the avowed enemies to the principle itself. We are aware that the reasons which induce trustees and others to urge the immediate adoption of the free school system, in their school sections, are numerous and weighty. To a person, who ardently deplores the want of education in a neighbourhood, and the apathy prevalent regarding it, the excellence of the system may be so forcibly apparent, and the reasons for its adoption so strong and urgent, that he may become impatient at the stolidity or indifference of his neighbour, and endeavour to compel the arbitrary adoption of the free school system by law. But, while we deeply sympathize with such persons in their anxiety, we deprecate resorting to any measures so decisive. Better to submit to a year or two years' delay in the application of the free school principle, than that it should be prematurely enforced by the "terrors" of the law. Its progress and ultimate triumph is only a question of time. But at present, unanimity alone can promote its speedy adoption; and perseverance, argument, facts, and figures are necessary to produce that unanimity.

In many instances we have known of a comparative oneness of feeling having been created in a school section by the introduction of trifling articles of school apparatus—a map, a globe, a numeral frame, tablet, or pictorial lessons, &c. A wise teacher, or judicious trustee, by placing those things before the pleased and anxious eye of the pupils, have invariably excited their curiosity and gained their confidence and attention; and, thus, through the children, have opened the parents' hearts, and enlisted their generous feeling of parental love, to afford still greater facilities for the instruction and amusement of their children. Trifling efforts of this sort have frequently led to important results in individual school sections; and thus have free schools been often most agreeably and permanently established—children, hitherto indifferent to any instruction, or listless when receiving it, have evinced great anxiety to be permitted to witness the many ocular proofs, pleasantly exhibited, of numerous important truths connected with the ordinary branches of education, heretofore to them a sealed book, or a dead letter. No one can visit the Model School, at Toronto, the Central School, at Brantford, or the Union School, at London, without being forcibly impressed with the true philosophy of the plan here indicated.

To accomplish even this step in advance may, in some instances, we admit, be difficult; but a little effort judiciously put forth will amply repay the trouble and expense incurred. A practical proof of the excellence and value of a school, and the utility and importance of these little adjuncts in the promotion of popular education, is often more irresistible and convincing than the most eloquent argument, or most brilliant rejoinder. And once this point is gained, few persons will feel disposed to cavil at a free school which may be productive of so much good, and where these gratifying results of the solicitude of the teacher and trustees can be still more effectively and agreeably brought about.

To those who would insist upon the expediency of a legislative enactment, compelling the universal adoption of the principle of free schools, we would observe, that, however desirable it may be some years hence, to follow the example recently set us in the State of New York, we are, as yet, by no means unanimous enough among

ourselves as to the principle of free schools, or as to the wise economy and expediency of imposing a general tax upon the property of the country (sufficiently large to support all the schools, without the aid of rate bills,) to warrant the legislature in passing such a law. Even in New York, the state legislature has been induced to compromise the general question of free schools and rate-bills, and to adopt the "minority bill"—the synopsis of which appeared in this *Journal* for last month.* The bill itself, as it finally passed, will be found on page 59.

The present school Act wisely leaves it with the people themselves, at their annual or special school meetings, to determine in what "manner" their school shall be supported during the year—whether by subscription, rate-bill upon parents and guardians sending children to the school, or by a general assessment upon all the property in a school section; and the law confers upon trustees ample powers to carry into effect the wishes of their constituents in either of these respects.† The extensive powers thus conferred upon the trustees of a school section, and their constituents, should be wisely and judiciously exercised, as was contemplated by the legislature in granting them. Heretofore, the power exercised by trustees was so limited, while their responsibilities were great, that few persons attached much importance to the office of trustee, and were indifferent in their selection of its incumbents; but now a knowledge of the fact that the school Act invests that office with so much distinction and authority, will act powerfully upon the people themselves in inducing greater caution and anxiety in the selection of "proper persons" (as the law requires) for the office of school trustees; and this solicitude on the part of the people will again react upon the trustees, in making them employ all their powers and influence in elevating the character and condition of our elementary schools. Should this state of things happily result from the increased powers conferred upon the school representatives of each locality, we may, with confidence, unite with the Chief Superintendent in the "hope, before the year 1860, to see the light of a free school emitting its splendour, and imparting its blessings to every child of every school section in Upper Canada!"‡

BOARDS OF SCHOOL TRUSTEES IN CITIES, TOWNS, AND VILLAGES, AND THE MUNICIPAL CORPORATIONS.

The question of the obligations resting upon the municipal council of each city, town, and incorporated village in Upper Canada to provide funds, upon the requisition of the board of school trustees, has so frequently been brought under the notice of the educational department, that we feel anxious to direct the attention of the parties concerned to the requirements of the law.

The essential importance of a board of school trustees has been fully tested in Upper Canada, and has been conceded by every one at all conversant with the state and requirements of cities and towns in regard to the hitherto too much neglected subject of popular education. To appoint those trustees, and not furnish them with means to improve the schools, and place them upon an efficient footing, would be an anomalous proceeding; and would be similar to appointing a municipal corporation and giving it no authority to govern or protect the town. The school law, therefore, very properly places the entire management, control, and direction of the schools in each city, town, and incorporated village in the hands of the board of trustees; and makes it, *de jure*, the corporation of the city, town, or village concerned for all school purposes, as is the council or common council of such city, town, or village for all municipal purposes.

* The school bill which has been pending in the legislature since the commencement of the session was passed through the Senate by the strong vote of 22 to 4. It now awaits the signature of the Governor to become a law. It provides, 1st. A state tax of \$300,000. 2nd. The equal distribution of one-third of this sum, together with the \$300,000 from the school fund, among the school districts, and the residue per capita. 3rd. The rate-bill to make up deficiencies; and 4th. That all property exempt from execution shall be exempt from school warrants. There are no other material changes in the details of the old law; and it is very generally believed that the measure will be reasonably acceptable to the people. It is a compromise measure, well calculated to allay the excitement which has existed during the last two years, and to restore that harmony in the sections so indispensable to the success of the schools, and the advancement of the cause of education.—(N. Y. Commercial Advertiser.

† The school Act confers no power however upon trustees to collect the offensive and arbitrary "poll tax upon all the children" of a school section, which, in some instances, has been authorized at public meetings of the inhabitant of several school sections. The second clause of the twelfth section of the school Act refers only to the three modes enumerated above of raising school moneys in a section.

‡ Circular to trustees, § 3. 12th August, 1850.—*Journal of Education*, Vol. III. p. 120.

A difference of opinion having arisen in one of the towns in the province, lately, on this subject, a letter, of which following is an extract, was addressed to an officer of the school corporation, in reply to his application for advice:—

"It does not appear to me, that upon a fair construction of the law, the town council, can assume that any alleged omission on the part of the board of school trustees, such as has been urged, should justify it in refusing to perform its own special duty—to provide such sum or sums, in such manner, as shall be desired, by the said board of school trustees" (see latter part of the 6th clause of the 12th section of the school Act.) "This latter part of the clause referred to, clearly and distinctly takes the power of deciding upon the manner in which the school moneys requisite shall be provided by the council, out of the hands of a special or other meeting, (as required in rural sections by the 1st clause of the 11th section of the Act, in connexion with the 7th clause of the 12th section,) and places it entirely in the hands of the board of school trustees.

"The board of school trustees, for a town, unlike the trustees of a rural school section, are elected upon even a more extended franchise than the town council itself; and should, therefore be presumed to utter the voice of the larger number of the same constituency, in regard to the school interests of their towns. The refusal of the representatives of the smaller number of the inhabitants, (with all the machinery for assessing and collecting money in their hands,) to comply with the legally expressed request of the representatives of a larger number of the same inhabitants would be manifestly anomalous and unjust, and cannot lawfully be persevered in."

EDUCATIONAL PROGRESS IN CANADA.—"A Colonist—east of Kingston," in the *Niagara Mail* of the 2nd instant, whom the editor designates as "an able contributor," in an interesting letter entitled, "Progress in Canada," thus remarks upon the state and prospects of elementary education in Canada:—

"We might censure some portions of the new common school Act; but what is there in the work of man which cannot justly be censured? A defect in theory may meet our eye; but a great improvement in fact also certainly meets it. We said some years ago that there was energy in the superintending power which would force the school system widely into notice. Were we wrong? what phenomena in Canada are more prominent, more palpable, more pleasing than the rapid increase, and extensive diffusion, and growing advantages of our common schools? They are called "common," but the present system when compared with the past, is uncommon, and promises, with other instrumentalities, to reduce, very shortly, the number of our jails, and judges, and policemen. A universal Canadian system of free schools would go far towards saving us from many evils very prevalent in Canada."

EXTRACTS FROM LOCAL SUPERINTENDENT'S REPORTS, 1850.

(Continued from page 41.)

J. W. Dunster, Esq., Fenelon, &c.: "It is proposed to do away with the necessity of rate-bills in future for paying teachers, by raising an additional sum for general school purposes under a by-law of the township Council."

John McAdam, Esq., Pakenham: "One of our schools has been supported on the free school system, and another partly so. May your exertions on behalf of free schools not cease till they are crowned with success!"

Richard Graham, Esq., Bertie: "I would observe that a general feeling pervades the community as to the value of free schools; four of the sections have adopted the system at their annual meetings, and two sections since at a special meeting; two more intend doing so before the year closes—making about half the number of schools in the township. The principle is gaining ground, and, in a few years, will become general. I conceive the alteration in the manner of making the apportionment from school population to school attendance, is the primary cause of this change in public sentiment."

Wm. Manley, Esq., Dummer: "I have to congratulate ourselves upon the prospect of free schools, as the different sections have decided in favour of levying a tax upon all for the education of all."

W. A. Stephens, Esq., Sydenham: "Considerable difficulty was felt by those engaged in school management during the past year from the changes in the school law. The present Act, however, if well worked, will work well; and it will not be well worked except where the schools are made free. Section No. 3 has decided this year to work it in this way, and the result has already been an increase of nearly one-third in the attendance of scholars."

Rev. Donald McKenzie, West Zorra: "There seems to be a general movement in favour of education, and a desire to obtain superior teachers in this township; and it cannot be denied that the desire to get cheap teachers is very strong. I indulge the hope, that ere long, a copy of the *Journal of Education* will find its way to every school section."

D. Bryant, Esq., Ameliasburgh: "Several sections in this township have adopted the true principle of supporting their schools, and that is by a direct tax. I hope ere long to see all the schools in our township supported in like manner."

James Clapperton, Esq., Augusta: "Twelve of our schools have decided in favour of the free school system this year."

George Hart, Esq., Percy: "This township has at last begun to arouse from its lethargy in regard to education. At the annual meeting in January for the election of Councillors, I had an opportunity of addressing the electors, urging upon them the absolute necessity of having a good sound education for the rising generation; and, in order to accomplish this aright, to abolish the old rate-bill system, and in its place to establish free schools—taxing all according to property. Since then, the whole of the sections have had special meetings, and the result is that eight out of the ten have adopted free schools. Will you inform me, can the municipal Council tax the other two in order that all the schools may be free?" [The Council can only tax the section at the request of the trustees, on behalf of the inhabitants. See 1st clause of the 18th section of the school Act. *Ed. J. of Ed.*]

Francis Graham, Esq., Rochester: "Since the enactment of the new school law, educational affairs have assumed a much more cheering aspect, and more particularly since the appearance of your "Address to the Inhabitants of U. C." on free schools. [See *Journal of Education* for January, 1849.] I can assure you that your labour has not been in vain. Never was an address received with more enthusiasm by any community than by the people of this township; and every parent's heart swells with gratitude to you for the eloquent and able manner in which you have advocated the principle of a cheap, universal, and sound education for the young, who, in a few years, must rise up to fill our places. Solely from your address, and from the manner in which the subject is handled, sections 1 and 2 have adopted the free school system. Since these free schools were opened, children may be found in attendance from the remotest parts of the sections."

Rev. John W. Smith, Haldimand: "Several of the sections have adopted the free school system, thereby increasing the attendance at school—in some cases even more than doubling their former numbers. I have no doubt the general adoption of this system would soon have the effect of putting all the children of school age under instruction some part of the year. The appearance of the new school Act supplies a desideratum, and I welcomed it as the dawning of better days on the youth of Canada."

Wendlin Schuler, Esq., Wilmot: "A few years ago we had only 8-10 schools; now we have 19. There is one thing still wished for by a great many, and that is—free schools."

John Unsworth, Esq., Howard: "There are two schools in this township conducted upon the free school principle, I am happy to say, and they are crowded to overflowing. It has also been carried in another section, and moved in another, which I might term the metropolitan school in this township."

W. S. Macdonald, Esq., Leeds and Landsdown, front: "Public attention appears directed to the subject of education, and from this I indulge in hopes for the future. The present law will, I trust, be allowed a fair trial at least, and I feel assured that its general features will be acceptable to the country."

Rev. Wm. Fraser, W. Guillimbury: "In the three sections in this township the principle of laying the burthen of education upon the people has been adopted. It is evident, from the immediate effect of the measure in those instances, that it is preëminently the school-filling plan. One of the schools (at Bond Head) last year was attended by about 35 or 40, now has nearly double the first number on its benches. The sight was pleasing. I have not much doubt, that the demonstration which will thus be given of the beneficial effects of the system, will increase its popularity and extend its adoption."

George Alexander, Esq., Blandford, &c.: "I may remark of the new school Act, that I have had occasion to test many of its clauses in my official visits to the different sections, and have found them admirably adopted to the present wants and interests of the country."

Rev. Thomas J. Hodgskin, Etobicoke: "I took the earliest opportunity of delivering, in each school section, the lecture required by law, and, at its close, endeavoured to stimulate the audience to

effort in procuring school apparatus, &c. In one instance £8 was raised by voluntary subscription, and the school is consequently well furnished with maps, &c. I have done my utmost to extend oral instruction to make the school interesting to the pupils, as well as profitable to them. The salaries of teachers are improving, and the interest in the subject of education is deepening."

David P. Brown, Esq., Crowland: "There are three schools in this township conducted on the free school principle, and I believe that a large majority of the inhabitants of the several school sections are favourable to the plan, but many of them do not like to oppose their neighbours by supporting it with their votes."

Rev. James Jackson, Middleton: "The people are very much pleased with the new school Act; and I have endeavoured to encourage them, under the provisions of it, to do all they can to educate the rising generation. There is one amendment yet, however, that is desired, viz.: Legislative authority to tax ratable property to support the schools entirely, and let them all be free."

Edward Byrnes, Esq., North Burgess: "It was a great obstacle in the way of trustees, that the old law did not empower them to procure apportions for their section; but now that the new Act places trustees in a more favourable position for the efficient discharge of their duties, it is to be hoped that henceforth we will have a far greater improvement in our schools."

John Beatty, junior, Esq., M. D., Cobourg: "Our common school system for Cobourg requires a fundamental reorganization. I hope this year will witness the commencement of such a movement."

Thomas Cross, Esq., M. D., Tilbury East, &c.: "In many places I have had large meetings; and much satisfaction is expressed with that provision of the Act which renders it imperative on the Superintendent, thus to meet the inhabitants of every section, and address, and confer with, them on school matters. The privilege contained in the 7th and 9th clauses of the 10th section of the school Act, has been very generally acted upon in this locality for the current year; and as an evidence of its salutary effects, and the inconceivably greater impulse it has given to education, I may instance the astonishing fact, that schools, which reported an average attendance of from 15 to 20 pupils during the past year, are now literally crowded."

Board of School Trustees, Bytown: "The most prominent question under the consideration of the Board for 1850 was: 'Shall we have free schools, or not?' Although this Board has done nothing further than to discuss the question, from the fact of the short tenure of office of three of its members, yet they cannot separate without recommending it to the Board of Trustees for 1851, as the only effectual system of common school education, and the one calculated to afford satisfaction to all classes."

Rev. John Flood, Nepean, &c.: "The children in the townships that have heartily complied with the school Act, are deriving more profit in six months, than the others do in nine. In the former, there is about school matters, a life and activity which are already producing great improvement."

P. L. Smith, Esq., Vespra, &c.: "The condition of the schools under my superintendence are in a progressive state, and there is an almost unanimous feeling among all the school sections in favour of free schools, in two of which sections at the annual school meetings, the free school system has been unanimously adopted; and will, I expect, before long, become general throughout this country."

Rev. David Caw, Paris: "Our schools will be conducted on the free school system next year; a great majority of the rate-payers approve of that plan. The diffusion of knowledge respecting education, the power with which trustees are invested by the last school Act and other concurring causes, will give a new and powerful impulse to education in Canada."

Rev. Denis Begley, Lochiel: "The schools of this township, generally speaking, are of an inferior kind; but I am of opinion that they will improve under the new school Act."

Rev. Thomas Williams, Fullarton, &c.: "I am happy to add that in this township there is being made an effort to furnish the schools with school apparatus, &c.; the municipality having levied a tax for that special purpose. The school-lectures, I think, are an excellent institution, and will effect much. When people come to hear them, they always produce a good effect and stir up a better feeling."

Nial Eastman, Esq., Bosanquet: "The free school tax levied last year worked admirably well. It had the effect of increasing the

schools fully one half, and it has been adopted again this year. Your writings, sir, on the subject, has done a great deal to turn the minds of the people in this part in favour of free schools."

THE NEW ACT TO ESTABLISH FREE SCHOOLS THROUGHOUT THE STATE OF NEW YORK.

The People of the State of New-York represented in Senate and Assembly do enact as follows :

SEC. 1. Common Schools in the several school districts in this State shall be free to all persons residing in the district over five and under twenty-one years of age, as hereinafter provided. Persons not resident in a district may be admitted into the schools kept therein with the approbation, in writing, of the trustees thereof, or a majority of them.

§ 2. There shall hereafter be raised by tax, in each and every year, upon the real and personal estate within this state, the sum of eight hundred thousand dollars, which shall be levied, assessed and collected in the mode prescribed by chapter thirteen, part first, of the Revised Statutes, relating to the assessment and collection of taxes, and when collected shall be paid over to the order of the State Superintendent of common schools.

§ 3. The State Superintendent of common schools shall ascertain the portion of said sum of eight hundred thousand dollars to be assessed and collected in each of the several counties of this state, by dividing the said sum among the several counties, according to the valuation of real and personal estate therein, as it shall appear by the assessment of the year next preceding the one in which said sum is to be raised, and shall certify to the clerk of each county, before the tenth day of July in each year, the amount to be raised by tax in such county ; and it shall be the duty of the several county clerks of this state to deliver to the Board of Supervisors of their respective counties, a copy of such certificate on the first day of their annual session, and the Board of Supervisors of each county shall assess such amount upon the real and personal estate of such county, in the manner provided by law for the assessment and collection of taxes.

§ 4. The State Superintendent of common schools shall, on or before the first day of January in every year, apportion and divide, or cause to be apportioned and divided, one-third of the sum so raised by general tax, and one-third of all other moneys appropriated to the support of common schools, among the several school districts, parts of districts, and separate neighbourhoods in this state, from which reports shall have been received in accordance with law, in the following manner, viz :—To each separate neighbourhood belonging to a school district in some adjoining state there shall be apportioned and paid a sum of money equal to thirty-three cents for each child in such neighbourhood (between the ages of four and twenty-one ;) but the sum so to be apportioned and paid to any such neighbourhood shall in no case exceed the sum of twenty-four dollars, and the remainder of such one-third shall be apportioned and divided equally among the several districts, and the State Superintendent of common schools shall, by proper regulations and instructions to be prescribed by him, provide for the payment of such moneys to the trustees of such separate neighbourhoods and school districts.

§ 5. It shall be the duty of the State Superintendent of common schools, on or before the first day of January, in every year, to apportion and divide the remaining two-thirds of the said amount of eight hundred thousand dollars together with the remaining two-thirds of all other moneys appropriated by the state for the support of common schools among the several counties, cities and towns of the state in the mode now prescribed by law for the division and apportionment of the income of the common school fund ; and the share of the several towns and wards so apportioned and divided, year, to the several town superintendents of common schools, and ward or city officers entitled by law to receive the same, and shall be apportioned by them among the several school districts and parts shall be paid over, on and after the first Tuesday of February in each of districts in their several towns and wards, according to the number of children between the ages of four and twenty-one years, residing in said districts and parts of districts, as the same shall have appeared from the last annual report of the trustees ; but no moneys shall be apportioned and paid to any district or part of a district,

unless it shall appear from the last annual report of the trustees that a school has been kept therein for at least six months during the year, ending with the date of such report, by a duly qualified teacher, unless by special permission of the State Superintendent of common schools ; excepting, also, that the first apportionment of money under this act shall be made to all school districts which were entitled to an apportionment of public money in the year eighteen hundred and forty-nine.

§ 6. Any balance required to be raised in any school district for the payment of teachers' wages, beyond the amount apportioned to such district by the previous provisions of this act, and other public moneys belonging to the district applicable to the payment of teachers' wages, shall be raised by rate-bill to be made out by the trustees against those sending to school, in proportion to the number of days and children sent, to be ascertained by the teachers' list, and in making out such rate-bill it shall be the duty of the trustees to exempt, either wholly or in part, as they may deem expedient, such indigent inhabitants as may in their judgment be entitled to such exemption ; and the amount of such exceptions shall be added to the first tax list thereafter to be made out by the trustees for district purposes, or shall be separately levied by them, as they shall deem most expedient.

§ 7. The same property which is exempt by section twenty-two, of article two, title five, chapter six, part three of the revised statutes from levy and sale under execution, shall be exempt from levy and sale under any warrant to collect any rate-bill for wages of teachers of common schools.

§ 8. Nothing in this act shall be so construed as to repeal or alter the provisions of any special act relating to schools in any of the incorporated cities or villages of this state, except so far as they are inconsistent with the provisions contained in the first, second, third and fourth sections of this act.

§ 9. Chapter one hundred and forty of the session laws of one thousand eight hundred and forty-nine, entitled, "An act establishing free schools throughout the state," and chapter four hundred and four of the session laws of one thousand eight hundred and forty-nine, entitled "An act to amend an act entitled an act establishing free schools throughout the state," and sections sixteen, seventeen and eighteen of the Revised Statutes relating to common schools, requiring the several boards of supervisors to raise by tax, on each of the towns of their respective counties, a sum equal to the school moneys apportioned to such towns, and providing for its collection and payment, and all other provision of law incompatible with the provisions of this act are hereby repealed.

§ 10. The State Superintendent of common schools shall cause to be prepared, published and distributed among the several school districts and school officers of the state a copy of the several acts now in force relating to common schools, with such instructions, digests and expositions as he may deem expedient ; and the expense incurred by him therefore shall be audited by the comptroller and paid by the treasurer.

§ 11. All the moneys received or appropriated by the provisions of this act shall be applied to the payment of teachers' wages exclusively.

Sec. 12. It shall be the duty of the trustees of the several school districts in this state to make out and transmit to the town superintendent of the town in which their respective school houses shall be located, on or before the first day of September next, a correct statement of the whole number of children residing in their district on the first day of August preceding the date of such report, between the ages of four and twenty-one, and such town superintendent shall embody such statement in a tabular form, and transmit the same to the county clerk in sufficient season to enable the latter to incorporate the information thus obtained in the annual report required by him to be made to the state superintendent of common schools for the present year.

§ 13. It shall also be the duty of the trustees of the several school districts, in their annual reports thereafter to be made, to specify the number of children, between the aforesaid ages, residing in their respective districts on the last day of December in each year, instead of the number of such children between the ages of five and sixteen.

§ 14. This act shall take effect on the first day of May next ; but nothing herein contained shall be so construed as to affect provisions already made in the several school districts for the support of schools therein under existing laws for the current year

Educational Intelligence.

CANADA.

Items.—The schools in the city of Toronto have been declared free schools by the Board of School Trustees from the 1st instant. The estimated expenses of elementary education in the city for 1851, is set down at £2,200—£293 of which is to be set apart as the nucleus of a building fund. The plan is an excellent one.—In relation to the proposed new central school in the city of Hamilton, the *Spectator* remarks, that, at a recent meeting of the "Board of school trustees, plans were submitted by Messrs. Cumberland and Ridout for a central school—a majority of the board having some time since decided upon adopting that system. The plan is chaste, and the building will have a fine appearance, although the strictest economy has been observed. The cost of the building, to accommodate 1,000 pupils, is estimated at £2,650. The board, by a vote of 6 to 2, decided upon the adoption of the plans; and the intention is to have the work under contract immediately. A site in St. George's Ward has been chosen as the cheapest and best adapted for the purpose; and it is hoped that some difficulties in the way of procuring that property will be overcome."—The school trustees of Belleville have applied for a tax of £1,600 to be levied for the purpose of building two common school houses.—The town council of Brockville has appropriated £920 for the purchase of a site and the erection of a superior common school house.—Geo. Alexander, Esq., President of the Teachers' Institute, Woodstock, has issued a circular to the teachers of common schools and others in the County of Oxford, urging upon them the importance of teachers' institutes. He announces that two or three days of the latter part of this month will be devoted to lectures on different subjects, before the institute.—A school "convention" was recently held at Port Rowan, of which a correspondent of the *L. P. Advocate* observes: "The object appears to have been to ascertain, by a brief examination, the present state of schools in the township of Walsingham, and to promote a general interest for education in that township. The scholars, composing no less than eight different schools, with their respective teachers and trustees, were present on the occasion. The house was crowded with spectators. The scholars were arranged in two divisions, which recited alternately. The questions were answered promptly by the scholars. Some of the classes distinguished themselves in the branches generally taught in the common schools, particularly arithmetic and algebra, as far as simple equations. After the conclusion of the examination, several appropriate addresses were delivered.—The Middlesex teachers' association held its annual meeting at London, on the 5th instant. Officers were appointed, and an address ordered to be prepared on the subject of the "regulations authorized for the granting of certificates to teachers; and the appointment of incompetent persons" as township superintendents. Examples of the best modes of teaching are to be given at the next meeting, on the 5th of July. In urging a full attendance of teachers, one of their number very properly remarks: "Our legislators have done almost everything in their power for us. Money is most liberally granted. A Chief Superintendent, active, efficient, and friendly to teachers, is continued in his station. A Normal School, a provincial and a county board of public instruction, do all in their power for us, and for the good of the rising generation. Our school Act as a whole is not surpassed by any yet in operation in any county. What more can be done for us? If our collective wisdom can suggest any real improvements to forward education, we may obtain a hearing, and doubtless our petitions due consideration. Is it possible that we thus privileged can let any opportunity of advancing in learning, pass unimproved? Let us unite in county and township associations, for mutual improvement. Let us devote our whole idle time to self education, and put forth all our energies to teach those entrusted to our care. Let us read and digest the most approved works on theoretical and practical teaching; and at all times be open to receive instruction and acknowledge it, from whomsoever we can get it. It is high time to awaken out of lethargy. Let us march onward, or step aside and give place to more competent teachers. The country is being aroused to the importance of sound, liberal, and useful education, and if we cannot keep in the van, let us fall into the rear."—Miss Haigh, formerly head female teacher at the U. C. London Union School, having been obliged to desist from teaching, owing to ill health, has been presented by her ex-pupils with a beautiful present of books, accompanied with an highly complimentary note.—At the quarterly meeting of the Teachers' Association, Oshawa, a correspondent of the *Reformer* states: "The attendance of teachers was greater than on any other occasion since the Institution was organized, and I may also say that we have never before succeeded in spending the time in exercises so profitable, so interesting, and so thoroughly practical. Mr. Johnston delivered an able address on the duties of the Teachers, and the best way of performing them," &c.—In regard to the recent examination of the county grammar school at Belleville, a correspondent of the *Intelligencer*

remarks:—The manner in which the pupils acquitted themselves was exceedingly creditable to themselves, and to their excellent and indefatigable teacher, Mr. Alexander Burdon. There was present a goodly number of visitors who expressed their high satisfaction with the manner in which the school appeared to have been conducted. Several prizes were awarded. It is gratifying to find that our Grammar School still sustains its high character. We are glad also to learn, that the new edifice lately erected for its accommodation will soon be completed, and that then an assistant teacher will be employed for the English department.—The quarterly examinations of schools in various places are highly spoken of by the local papers. We subjoin one or two: *Woodstock*. The local superintendent says: "It may be satisfactory to know that the last quarterly examinations of our common schools in this place showed the most satisfactory results. It was most gratifying to witness the proficiency and progress of the children. I consider our schools, models in everything, but in the important matter of school accommodation, which is certainly miserable in all the houses, except in the one occupied by Mr. Izard. The examinations were continued through three half days. The teachers were present at and assisted in the examination of each others' schools; several also of the more advanced pupils went from school to school to witness the examinations; and at the close, on Tuesday, the teachers and several of the scholars, from all schools, met and sang several pieces of music together. It was most pleasing to witness this harmony, among the youthful members of the community, and the example of the teachers will no doubt tend powerfully to foster and increase it."—*Paisley Block*. The *Guelph Advertiser* states that, "On Friday last, a public examination of the school conducted by Mr. W. Cowan, Paisley Block, took place, and, we are glad to say, was attended by a considerable number of the most respectable inhabitants of the neighbourhood. The Revs. J. G. McGregor and R. Torrance, assisted by the local superintendent, and other parties, conducted the examination; which was very satisfactory in every department. After the examination, a handsome present, consisting of 18 volumes of books, the gift of the school trustees, and neighbouring inhabitants, was presented to Mr. Cowan by Mr. Kirkland, as a testimonial of the high esteem in which they hold Mr. Cowan's educational labours, in the Sabbath, as well as the week day school. The whole of the proceedings were of a very interesting character.—The usual quarterly examination held in Oshawa, Niagara, Galt, West Durnfries, &c., &c., which are reported, seem to have been highly interesting and productive of much good.—The *Norfolk Messenger* speaks in the highest terms of the recent county examination of Teachers. It remarks, "The more we see of the working of the system, the better satisfied do we become of its utility and adaptation to the purposes of its organization. From its operation we look for the most beneficial ultimate results. Defects it doubtless has, but defects which experience and reflection will speedily remove."—At an open convocation of the Toronto University, Laird W. Smith, B.C.L., was re-elected Pro-Vice-Chancellor—and George Crookshank, M.A., was re-elected member of the Caput.

NOVA SCOTIA.

A Bill for the establishment of a Normal School was passed in committee of the house, on the 22nd ult., by a large majority; but it was thrown out on the 24th, on the plea that the expense would be too great! A motion to rescind the last vote was before the house. A bill repealing the grant (£400 sterling per annum) to King's College, passed the House by 27 to 13, and was sent up to the Legislative Council.—[Pict.

The Rev. Dr. Cramp, of Montreal, has accepted office of President of Acadia College; and the charter of the college has been made perpetual. The annual grants for colleges and academies have been voted by the Assembly in committee of supply. The amounts are the same as last year, except to King's college, whose permanent grant of £400 sterling has been withdrawn, and £250 currency voted, as for other institutions in the province.

BRITISH AND FOREIGN

Items.—The subscriptions in support of the Manchester and Salford new Educational scheme exceed £7,000.—Of the very poorest classes in Liverpool, it is estimated there are under instruction in the charity schools of the town about 20,000.—The barristers, Messrs. Turner, Bethell, Keating, and Kenyon, have given an opinion, on request from certain parties in the University of Oxford, that the commission of inquiry is neither constitutional nor legal: that the members need not obey it; and that it cannot be supported by any authority of the Crown, either as visitor or under any prerogative, or other right.—The Dublin papers announce the constitution of the commission of inquiry into the University of Dublin: Archbishop Whately, Bishop Wilson, the Earl of Rosse, Chief Justice Blackburne, Commissioner Longfield, of the Encumbered Estates Commission, and Mr. Cooper, of Mackree Castle.—It is gratifying to notice

the interest taken in the subject of education by Her Majesty the Queen and his Royal Highness Prince Albert. Not only do they visit the schools in the Great Park at Windsor themselves, but they have the royal children taken there also.—The Ragged Schools erected in Lambeth at the cost of Mr. Beaufoy, as a monument to the memory of his wife, who lived a life of active good deeds among the poor, were opened on Wednesday, in the presence of a large assembly over which Lord Ashley presided, and at which many clergymen were present. The schools have cost £10,000, and a sum of £4,000 has been invested by Mr. Beaufoy in perpetual trust to maintain them in good repair. The building is of modern architecture, of two stories, with extensive wings, and so arranged that the boys and girls occupy opposite sides of the range: there is room for one thousand children.—A valuable appointment is now vacant by the marriage of the late warden of Dulwich College, and must be filled upon the 31st. By the curious statutes of this ancient foundation, no gentleman can hold the office unless he bear the name of Alleyne, Alleyne, or Allen.—John Disney, Esq., to whose munificence the university is indebted for the collection of ancient marbles lately deposited in the Fitzwilliam Museum, and known by the name of "The Museum Disneiana," offers to transfer to the chancellor, masters, and scholars of the University of Cambridge, £1,000, three per centum per annum Consolidated Bank Annuities, for the purpose of founding and endowing a professorship of classical antiquities, to be called "The Disney Professorship of Archæology."—Henry Miller, Esq., a native of Scotland, and a retired London merchant, has presented £4,000 to the New College of the Free Church of Scotland, as a fund for the erection of four scholarships.—Sheriff Alison, the Historian, has been inaugurated Lord Rector of the Glasgow University; and the Earl of Eglintoun has been elected Lord Rector of Marischal College, Aberdeen.—The General Assembly of the Church of Scotland at present support 119 schools in the Highlands and islands; afford aid to the teachers of 56 schools in various parts of the Lowlands; and maintain, with the assistance of Government, two Normal Schools in Edinburgh and Glasgow, by which upwards of 100 qualified teachers, male and female, are yearly sent forth. The number of children now under instruction in schools thus maintained or aided is 15,000. The whole ordinary annual revenue has not exceeded £5,200, leaving a deficiency of about £1,200. In the Highlands and islands it is believed there are still 150 stations at which schools are required.—Dr. Jacobi, the celebrated professor of mathematics at the Berlin University, terminated his long and distinguished career a few days ago.—M. Michelet, the historian, professor at the College of France, has been forbidden by the government to continue his course of lectures on the philosophy of history or history and morality.

Opening of the Owens College, Manchester.—The new collegiate institution, founded in Manchester on the principle of the national universities, out of funds provided by a munificent bequest made several years ago by the late Mr. John Owens, to the amount of nearly £100,000 was opened on Thursday. The building selected (the will of Mr. Owens giving no power to erect a building) was the spacious house in which Mr. Cobden, M.P., formerly resided, in Quay street. The principal of the college is Professor A. J. Scott, late of the London University, who was prevented from delivering his inaugural address by sudden illness, and the session was opened yesterday morning by the delivery of a lecture introductory of a course of instruction in the languages and literature of ancient Greece and Rome, by Professor J. G. Greenwood, B. A., followed by one on mathematics and physics, by Professor Archibald Sandeman, M. A. The other resident professors—Mr. Edward Frankland, Ph. D., who presides over the classes studying chemistry, and Mr. W. C. Williamson, M.R.C.S., who takes the department of natural history, anatomy, and physiology—were also present. The teacher of French is M. Pödevin, and of German, M. Theodores. The principal of the college (who is also professor of logic and moral philosophy) it is expected, will now postpone his inaugural address for some weeks, if not till the opening of the next session. The public were admitted, on giving their names, to the introductory lectures on Thursday morning, and a great number of ladies and gentlemen presented themselves. Among the gentlemen were Mr. J. Potter, (Mayor of Manchester,) the Very Rev. Dr. Bowers (Dean of Manchester), Alderman Watkins, Alderman Shuttleworth, Mr. S. Fletcher, Dr. Hodgson, (Principal of the Chorlton High School,) Rev. G. Osborn, (Wesleyan Minister), and Mr. Alexander Kay. There were about 18 or 20 youths present who had already been admitted students.

Maynooth College.—The fifth report of the visitors of Maynooth College, presented to Parliament, has just been published. The visitation was made on the 12th of December last, when 500 students were in attendance, and 11 absent from sickness. The oath of allegiance had been taken by the students. The new buildings of the college comprise 215 rooms for students, together with a library, seven lecture-halls, a kitchen, refectory, and other accommodation, but these remain unprovided with the most indispensable fixtures and furniture.

UNITED STATES.

Its ms.—Philadelphia educates in her public schools 45,000 children at six dollars and forty-six cents each, yearly. The expense of the system in Massachusetts is about eight dollars per scholar. In Cincinnati, the expense is about fifteen dollars. In Baltimore, fourteen dollars.—The late constitutional convention of Indiana, has provided for the organization of free schools throughout the State,—thus recognizing and endorsing the great principle of the age in regard to education.—The board of national popular education is extending the sphere of its operations throughout the whole of the vast West. The society has now been in operation four years, and during that period has sent 204 teachers into the Western States and territories. Five female teachers have recently been sent out to Oregon under the charge of Mr. Thurston, delegate in Congress from that territory.—The number of colleges in the United States is 121; and the number of students is about 11,000. In our 43 theological seminaries, 22 law schools, and 45 medical schools, we have about 6,000 more young men. In Great Britain there are 60 colleges and 384 professors. Oxford and Cambridge have 41 colleges and nearly 13,000 students, and in the other colleges, one-third more—in all, making 17,000 training in these schools. In the universities of Germany are 18,000 students; in France, 12,000 students, 7,000 in Paris alone; 10,000 in the Spanish universities, and in the European universities, are not far from 80,000.—The number of theological schools in the United States is forty-two, viz.:—Baptist, 10; Congregational, 5; Dutch Reformed, 2; Lutheran, 3; Methodist, 1; Episcopalian, 8; Presbyterian, 11; Unitarian, 2. Total, 42. Of the 120 colleges, there were in 1849 under the influence of the Episcopalians, 10; of the Baptists, 12; of the Methodists, 12; and of the Roman Catholics, 13. The remainder were divided between the Congregationalists and the Presbyterians.—Rev. J. Blanchard, president of Knox college, recently delivered a lecture in the house of representatives, at Springfield, Illinois, in which he remarked that, notwithstanding all that has been done in the States for popular education, the proportion of adults who could not read or write was greater now than it was ten years ago, owing to the vast influx of emigration.—The last Thursday in February has long been observed in the United States by many churches, as a day of fasting and prayer for the colleges and literary institutions of the country. So important is this season of special remembrance of our colleges regarded, that a circular has been issued this year, signed by the officers of thirty-three American colleges, in every part of our country, and of various religious denominations, calling the special attention of the churches to the subject.

Education in Michigan, 1850.—The expenditures for school purposes during the year were \$43,921.47. The number of children in the State, between four and eighteen years old, is 132,324, of whom 110,478 have attended school during the year. The amount paid to the University from the interest fund was \$9,644.70. The students in the department of arts and sciences were 64, and in the medical departments were more than 80. The Board of Education have contracted for the erection of a suitable edifice for the state normal school, for \$15,000, of which \$12,000 have been paid. The building will be completed and ready for the reception of pupils by the 1st March, 1852.—[N. Y. Com. Advertiser.]

The "Poor Boy's College."—At the recent meeting of Vermonters in Boston, the Hon. Myron Lawrence stated some interesting facts about Middlebury College. He said the little town of Cornwall, containing only about 700 inhabitants, had educated some 70 young men. Among them he mentioned Governor Slade, Senator Foote, President Lindsley, Prof. Post, two Professors Bingham, Professor Thompson, Judge Sampson, Drs. Post and Matthews. He stated also that the father of Silas Wright paid for the tuition of his son at this college by drawing wood into Middlebury, driving the oxen himself, and that Silas used to walk two or three miles every day to his father's house, in order that he might thus be enabled to obtain a liberal education.—[Ibid.]

Regents of the University, N. Y. Additional Ordinance respecting the Incorporation of Colleges.—On the 9th of January 1851, the following ordinance was adopted:—The Regents of the University of the State of New York do hereby declare and ordain, that the first section of the ordinance respecting the incorporation of Colleges, passed May 20, 1836, with the additions thereto adopted January 10, 1850, is hereby amended so as to read as follows:—When any application is or shall be made to the Regents for the incorporation of a college under the 6th section of the act of the Legislature, passed the 5th day of April, 1813 entitled "An act relative to the university," the applicants will be required to satisfy the Regents that suitable buildings for the use of the college will be provided, and that funds to the amount of one hundred thousand dollars, with which it is intended to found and provide for such college, have been paid or secured to be paid by valid subscriptions of responsible parties or otherwise. And in case the Regents shall approve said application, and the amount aforesaid

shall not be invested for the use of such college, either in bonds and mortgages on unincumbered lands within this state, worth at least double the amount so secured thereon; or in stocks of this state or the United States, at their market value at the time of investment, or in the bonds or certificates of stocks legally issued by some incorporated city in this state, at the par value, or in any one or more of the securities above enumerated, a charter shall be granted for the incorporation of such college, for a term of five years, with a condition or proviso there, that if within the said term of five years, the trustees of such college shall furnish to the Regents satisfactory evidence that they have invested for the use of said college funds amounting to not less than one hundred thousand dollars, in the manner hereinbefore mentioned, the charter so issued shall become permanent.

Academies and Colleges of New York.—At a meeting of the Regents of the University, held at Albany, on Friday last, an annual report was made. Reports were received from eleven colleges, (two of them including the medical branches of the institutions.) The students in these are as follows:—

LITERARY COLLEGES.		MEDICAL COLLEGES.	
Columbia College,.....	113	College of Physicians and Surgeons, New York,.....	280
Union College,.....	250	Geneva Medical Institution,...	101
Hamilton College,.....	151	University of the City of New York,.....	115
Geneva College,.....	42	Albany Medical College,....	92
University City of New York, 115		Medical Department University of Buffalo,.....	115
Madison University,.....	75		
St. John's College,.....	68		
Genesee College,.....	58		
	852		949

The total number reported in 1850, was,..... 948

The total number reported in 1850, was,..... 848

The whole number of academies at the date of the reports, subject to the visitation of the Regents, was 204. Of these, 7 had been incorporated since March 1, 1850, by the Regents, and 2 by the Legislature; of these 196 had reported. The number of students for the term ending nearest to January 1, 1851, was 15,447, while at the same in 1850, it was 15,000. The whole number attending during the year had been 31,850, while that of 1850 was 28,941. The number claimed as classical students, or students in the higher branches of English education, or both, was 17,993. The total amount of fixed capital, in lots, buildings, libraries, philosophical apparatus, and in other property set apart for the support of the academies was \$1,694,660; while that reported for 1850 was \$1,606,064. The debts had, however, increased from \$104,740, in 1850, to \$169,718 in 1851.—[N. Y. Commercial Advertiser.

New York State Expenditure for Education in 1850.—

Common schools,.....	\$165,000
Amount to be added to the capital of the school fund,...	25,000
Academies,.....	25,000
Normal school,.....	10,000
Academies for instruction of common school teachers,.....	3,000

Report of the Massachusetts Board of Education, 1850.—

The fourteenth annual report of the Massachusetts Board of Education has been published. The school fund, on the first of December last, amounted to \$958,921, 19, having been increased during the year by the sum of \$74,580 45. Of this fund, the sum of \$218,559 73 consists of land notes not productive, leaving the sum of \$740,361 46 productive, and so invested as to yield \$40,000 for distribution among the towns, for the support of the schools. In order to entitle towns to the benefits of this fund, it is necessary for them to raise a specified relative sum additional, and it appears that every town in the state, with the exception of five, has raised more than the required sum. The highest sum per scholar, raised by any town the last year was \$10 52, and this was raised by Brookline. Boston stands second, having appropriated \$9 81 for each child. The lowest on the list is Palmer, which raised only \$1 43 for each child. The average sum actually raised for the education of each child in the commonwealth is \$4 42. The aggregate amount raised in the state for the support of schools is \$864,667 85, which added to the income of the surplus revenue, appropriated to schools (\$8,714 67) makes the gross sum of \$873,202 59. The number of children between 5 and 15 years, who attend school, is 193,232; under 5 years, 17,782; over fifteen years, 18,208. The number of public schools in the state is 3,878; male teachers 2,442; females, 5,925; scholars in summer, 176,344; in winter, 194,403. Average attendance in summer, 128,815; in winter, 149,609. Average length of schools, 7 months and 12 days. Average wages of male teachers, per month, \$34 89; female do., \$14 42. The number of incorporated academies in the state is 67, with an average of 3717 scholars. The number of incorporated academies, private schools, and schools kept to prolong public schools, is 845, with an average of 19,534 scholars. The aggregate paid for tuition in these schools is \$271,241 92. The Secretary of the Board speaks in terms of warm encouragement and commendation of the Normal Schools and Teachers' Institutes, as also do the Board, in their report. The state has expended during the year \$11,378 in distributing 2,718 copies of Webster's large Dictionary, and 103 copies of Worcester's.

Massachusetts Common Schools, extract from the Governor's Annual Address to the Legislature.—The wisdom of our ancestors is no where more apparent than in the early and permanent provision they made for public instruction; and we may indulge the gratifying reflection, that their example has always been imitated, though not in a manner corresponding to the increased wealth of later times. We have no rank among the large States of the Union, derived either from population or extent of territory; but the time can never come, when a million of well-educated people shall fail to exert influence in every part of this ocean-bound republic. You cannot expect to secure this desirable result by any other agency than the common school. Such appears to be the opinion of the people. In 1850, the several towns and cities raised, by taxation, \$864,000 for the support of schools, being an increase of \$34,000 over the appropriations of the preceding year. The total expenditures for educational purposes during the year 1850, were not less than \$1,250,000. The school fund amounts to \$986,000, and is limited by law to \$1,000,000. When this fund shall have reached its maximum, its income, distributed among two hundred thousand children, will furnish only the inconsiderable sum of thirty cents toward the education of each. If it were possible, I would not advise such an addition as should relieve the towns from taxation, but it could not be dangerous to allow the fund to increase to one and-a-half or two millions of dollars. It should also be borne in mind, that the increase of population diminishes annually the capacity of the fund to furnish education to each child. I do, therefore, most respectfully recommend to your consideration an additional appropriation of the proceeds of the public lands to this object.

Deaf and Dumb.—The subject of providing and institution in Canada, for the education of the deaf and dumb, is agitated in some of the Canadian papers. The number of deaf mutes in that province is estimated at seven hundred and fifty.—[N. Y. Spectator

Literary and Scientific Intelligence.

Items.—We understand that a new periodical is about to appear in Montreal, entitled the *Provincial Journal of Literature, Science and Art*—Reviews, Criticisms, and Belles Lettres.—We see by the Quebec papers, that the *Société Philharmonique Canadienne* of that city lately held a grand concert, vocal and instrumental, at the residence of Mr. Trudelle, president of the society, where, among other songs, was sung the national anthem, the English words being very happily paraphrased as follows:—

Terre, asile des peux,
O Dieu de nos aïeux,
Protège-la;
Et Comble de bonheur,
D'équité, de grandeur,
De gloire et de splendeur,
Victoria.

—One paper only, is published in Egypt—at Cairo, in Arabic,—which appears in a small sheet, monthly, at four dollars a year.—There are upwards of 200 manufactories of paper in France, employing 4,900 persons, and making 2,900,000 reams per year.—The American Association for the Advancement of Science will hold their next annual meeting at Cincinnati, in May next.—The meeting of the British Association at Ipswich, is to commence on Wednesday, July 2nd, and extend over seven or eight days. President, Professor Airy, Astronomer Royal. There is no doubt, from the presence of all the most distinguished scientific men throughout the world in England, during the ensuing summer, in consequence of the Great Exhibition, that this will be the most brilliant meeting the association ever had.—A committee of English gentlemen has just been formed at Calcutta, under the title of the "Vernacular Translation Committee," whose object will be to promote the translation of standard works in general, literature by English writers into the vernacular language of India.—In the foreign obituaries is chronicled the death of the venerable Ludwig Tieck, the associate of Schlegel in his translation of Shakespeare. This accomplished man died at Berlin, on the 13th March. He has done more to raise the character of English literature by making Shakespeare familiar to his German countrymen, than almost any man in our times.—The celebrated Danish Naturalist, Oersted, died at Copenhagen, on the 9th ult.—The daughter of Godwin and Mary Worstoncraft, wife of Shelley, and authoress of *Frankenstein*, one of our last links with the literature of the first quarter of the century, died during last month.—Mrs. Joanna Baillie, authoress of "Plays on the Passions," and other works, died at Hampstead, in her 89th year.—John Wesley Monetta, the historian of the valley of the Mississippi, died at his residence in Louisiana, on the 1st of March.—George Thomson, the Correspondent of Burns, expired recently, at his residence in Leith Links, at the advanced age of ninety-two.—The National Institute of France has recently (Feb. 8th) filled two vacancies, caused by death, in the division of Moral Sciences. The honors were conferred on Archbishop Whately, of Dublin, and Francis Lieber, LL. D., a distinguished Professor in South Carolina

College.—The *Giarnole di Roma* of the 15th, continues to give accounts of new discoveries made in the excavations now going on in the ancient Via Appia. The works have now progressed as far as the fifth mile outside the town. Beautiful fragments of Roman Architecture have been again brought to light. Crowds of connoisseurs are constantly on the spot to examine the relics daily brought to view. It is stated that some valuable manuscripts relating to the early history of this continent, have been discovered lately in the library of the Dominican friars. Mr. Cass is endeavouring to have them obtained for his government. Those discovered, thus far, comprise 25 packages or volumes.—A pot of gold has been found, underneath the surface of the ground, in Leicester, by some workmen. The pot contained gold coins of the reign of George III, consisting of 7s-pieces, half-guineas, amounting in value to £28.—A late traveller among the Ionian Isles says, the first thing he met at Athens was a Greek girl selling "Morrison's Pills."—The excavators at Fountain's Abbey have found 354 pieces of silver coins of the reigns of Philip and Mary, Queen Elizabeth, James I, and Charles I. They were concealed in one of the arches.—A subscription has been set on foot to raise a "Nineveh Fund," to enable Mr. Layard to prosecute his researches, the funds provided by the British Government being exhausted. Prince Albert, the Earl of Ellesmere, and Sir J. Guest, have each subscribed £100.—At the meeting of the Royal Geographical Society last week, information was communicated that the Rev. D. Livingstone, Missionary in South Africa, had found another large lake, about 200 miles north of Lake Ngami, for the discovery of which he received last year the second prize of the society. The new lake contains several large islands, and is connected by a rapid stream called the Teoga, with Lake Ggami. At the date of the last advices, Mr. Livingstone was still proceeding northward.—Patents for Great Britain and Ireland have been taken out by Mr. Paine, of Worcester, United States, for his invention of water gas.—The building of the British Museum is now rapidly approaching towards completion, and the workmen are at present employed in putting up the railing in front of the court yard, and in preparing the pediment for the reception of the figures destined to adorn it. The subject of the group for the pediment is, "The Progress of Civilization." It has been executed in high relief by Sir R. Westmacott.—During the past year 163 gold, 1295 silver, and 3067 copper coins, making a total of 3525, were added to the collection in the British Museum, partly by gift and partly by purchase.—The prizes awarded at the Great Exhibition will be distributed, it is understood, by the highest personage in the realm.—Among the curiosities of industry which will be displayed at the Great Exhibition will be a silver tea-kettle, manufactured out of a four-penny piece.—The following inscription is displayed in the Crystal Palace:—"Das rauchen wird nicht erlaubt." "Il n'est pas permis de fumer." "Non e permesso di fumare." "No es permitido fumer." "Nao he permitido fumer." "No smoking allowed."—Some idea of the extent of the Chrystal Palace may be formed from this one fact, that to walk round the tables on which the articles are to be exhibited, is equal, at least, to making a journey of twenty miles.—The Emperor of Russia has commissioned his agents to purchase every model at the Great Exhibition, which may be useful to Russian manufactures. The Emperor intends to spend 10,000,000 silver roubles in such purchases.—The Russian Government has decided that the thousandth anniversary of the foundation of the Russian Empire, which, according to the historians of that country, dates from the year 852, shall be celebrated next year with the greatest pomp in all the cities and large towns of the European and Asiatic province of Russia.—The system of franking letters by means of stamps is being introduced into the post office of Poland and Russia.—A remarkable instance of the divisibility of matter is seen in the dyeing of silk with cochineal: a drachm of which gives an intense color to a pound of silk, containing eight score threads to the ounce, each thread seventy yards long, and the whole reaching about one hundred and four miles.

Astronomical Discoveries.—Professor Bond, of Harvard University, has discovered what is supposed to be a *third* ring to the planet Saturn. It is interior to the two other, and therefore its distance from the body of Saturn must be small. The eighth satellite to this planet was also discovered by the Board two years ago. The Academy of Sciences of Paris has awarded the Lalande Medal to M. de Gasparis, for the discovery of a planet yet unnamed, and has divided the astronomical prize for the present year between that gentleman and Mr. Hind, of London, for the discovery of the planets Parthenope and Victoria. Since the above was written, the "planet yet unnamed" has received from M. Leverrier, at the request of Prof. Gasparis, the appellation of Egeria. It is the thirteenth planet or asteroid now known to exist between Mars and Jupiter, nine of which were discovered in the course of the last five years, and three in six months of 1850. The first of the thirteen was discovered on the first day of the last half century, and the thirteenth within a few weeks of its close. As a correct list of the names of all these planets cannot yet be found in any work on Astronomy, or even in that recently published volume entitled "The Discoveries of the Last Half Century," we subjoin the follow-

ing:—Four of the thirteen were discovered in Great Britain, four in Italy, and five in Germany, by seven observers only—Mr. Hind and Prof. Gasparis having discovered three each, Dr. Olbers and Hencke two each, and Piazzi, Harding and Graham, one each. Metis, which was first seen by Mr. Graham at Mr. Cooper's Observatory, Markree Castle, Ireland, is believed to be the smallest of the thirteen, as when nearest it does not appear brighter than a star of the eleventh magnitude, whilst Vesta appears to the sixth.

LIST OF THE PLANETS BETWEEN MARS AND JUPITER.

Name.	Discovered by	At
1. Ceres.	1801, Jan. 1.	Piazzi. Palermo.
2. Pallas.	1802, March 28.	Olbers. Bremen.
3. Juno.	1804, Sept. 1.	Harding. Lillenthal.
4. Vesta.	1807, March 29.	Olbers. Bremen.
5. Astraca.	1845, Dec. 8.	Hencke. Drieser.
6. Hebe.	1847, July 1.	" "
7. Iris.	1847, Aug. 13.	Hind. London.
8. Flora.	1847, Oct. 18.	" "
9. Metis.	1848, April 25.	Graham. Markree, C. Ire.
10. Hygeia.	1849, April 12.	Gasparis. Naples.
11. Parthenope.	1850, May 13.	" "
12. Victoria.	1850, Sept. 13.	Hind. London.
13. Egeria.	1850, Nov. 2.	Gasparis. Naples.

The Statistics of the Press in Prussia and Bavaria.—The following statistical account is given of the periodical press in Prussia:—Up to June of last year there existed within the Prussian monarchy 809 periodical publications. Of newspapers there were 159 conservative and ministerial; 201 belonging to the opposition; and 167 neutral or undecided. Since the new law on the press, promulgated in June, 137 journals have ceased to exist, of which 15 were conservative, 98 opposition, and 24 neutral; 9 conservative papers, 70 opposition, and 18 neutral, could not give the pecuniary securities required by the new law; 12 opposition journals perished by the withdrawal of the right to be sent through the post, and 28 were extinguished by want of subscribers. Of scientific, technical, and literary periodicals, there were 282 in all. On an average there is in Prussia one periodical to every 20,186 inhabitants: but in some districts the proportion is one to 90,935, and in one to 102,341. In Bavaria, there are 58 political and 120 other periodicals, of which 17 are religious and 2 devoted to education.

The French Library in 1850.—According to the *Journal de Libraire*, the number of books, pamphlets, &c., of all kinds printed in France during the year 1850 was 7,208. In Paris, 4,711 works were published; in the departments 2,460, and in Algiers 37. Of the whole, 1,360 works and pamphlets were reprints or new editions; 5,848 were new works; 6,611 were in French, 68 in provincial dialects, 53 in German, 61 in English, 2 in Arabic, 61 in Spanish, 83 in Greek, 9 in Hebrew, 16 in Italian, 165 in Latin, 14 in Polish, 16 in Portuguese, 4 in Roman, 1 in Russian, 2 in Turkish, 2 polyglott books. They comprised also 281 journals, partly new and published during the year of 1850, of which 79 have been printed and have appeared in the departments, and 73 were lithographed pamphlets. 2,697 engravings and lithographs were published during the year; also, 122 geographical charts, 579 pieces of vocal music, and 625 works of instrumental music in copper-plate and lithographed.

Unique Collection.—Among the recent advertisement in *The Times* is one of an entire column announcing for sale a very extensive and matchless Collection, containing 31,000 Historical Manuscripts and Autograph Letters, dated from 1473 to 1848, Henry VII. to Queen Victoria, Louis XI. to Prince Louis Napoleon, President Washington, U. S. to President Polk; also the Kings, Queens, Princes, Rulers, and eminent persons of twenty other nations, arranged alphabetically and illustrated with their portraits, in more than 100 folio volumes and sections many of the Commonwealth of England, the Revolution of 1688, the Republic, the Consulate, and the Empire of France, the French and other Revolutions of 1848. There are papers, &c., of all the Presidents of the United States from George Washington—the MSS. being narratives of events, and the work of art remembrances of them; and his 30 years research has forced the advertiser, being anxious to select two great men, of different nations, as his particular heroes, of pronounce for the immortal William Shakespeare, and the great unique Emperor Napoleon. There are 31,000 autograph letters, notes, papers, or signatures of eminent persons of nearly all nations; dated from the year 1473 to 1848. They are fixed by the edge opposite about ten thousand portraits and crests of the writers in more than one hundred folio volumes and sections, averaging nearly 300 autographs and 100 portraits. Of the papers written or signed by the Emperor Napoleon, his father, mother, his Empresses, his son, and the Kings, Queens, Princes, and Princesses, belonging to his family, there is an unheard of collection. These alone far exceed 1,000 of consecutive dates, from 1793 to 1819, and as the collector would like the collection to be kept entire, he consents to accept £15,000 for it, (one half the cost.) Two-thirds, or more, of the amount may not, if so desired, be paid in cash; an approved estate would be taken.

Editorial and Official Notices, &c.

THE LEGISLATIVE APPORTIONMENT OF THE SCHOOL FUND FOR 1851.

-We had hoped to have been enabled, in this number, to announce the apportionment of the legislative school grant for 1851, to each county, township, city, town, and incorporated village in Upper Canada; but for the reasons stated in the departmental circular, published in the March number of this Journal, page 43, we have not been able to do so.

AGENTS FOR THIS JOURNAL IN THE EASTERN PROVINCES.—THE REV. ROBERT A. TEMPLE, of Richibucto, New Brunswick, and JOHN W. SMITH, Esq., P. M., Amherst, Nova Scotia, have kindly consented to act as agents for the Journal of Education for their respective provinces.

THE COUNTY WARDEN

And Municipal Officers' Assistant. By THOMAS S. SHENSTON, Esq., J. P., Woodstock. 1851. 8vo., pp. 111.

This publication presents one of the most complete and admirably arranged synopses of municipal acts and municipal duties ever published in Canada. The parliamentary "rules," on pages 97-99, together with the "forms" on pages 101-105, are invaluable to the members of the county and township municipalities; while the "tables," and "ready reckoner," on pages 106-111, will save an immense deal of very tedious labour on the part of county and township clerks.

A TREATISE ON ARITHMETIC,

In Theory and Practice. National Series. pp. 386.

READING TABLET LESSONS :

The First Reading Book. 33 sheets.

Authorised by the Council of Public Instruction for Upper Canada, and published by BREWER, McPHAIL & Co.

The character of these publications is already firmly established. The only objections we have heard urged against them is the frail nature of the binding. This complaint having been formally laid before the Council of Public Instruction, a letter was addressed to the publishers on the subject. The reply cannot but be satisfactory. It is as follows:—

"We received your communication of the 9th instant, containing a copy of a letter from a gentleman, asking to be furnished with explanations concerning certain complaints made in said letter, in order to lay them before the Council. We have now the honour of complying with the request.

"The first complaint made, is, that the binding of the National Books 'is so frail that they literally drop to pieces with a few months use.'

"There are five or six houses in Canada publishing the National Series, and we believe, or rather have heard, that some editions are exported from the United States. Our editions being in general circulation, to supersede them the prices were lowered by other publishers; in order therefore to keep our works in circulation, we were compelled to sell them at the reduced rates, consequently the books could not be as well bound as if a better remuneration could be obtained. This is the first complaint of that nature we have had. We bind our school books as firm and as strong as the competing price will admit of. If persons will have cheap books, they must not expect the same quality as those for which a fair price is paid. We do not know, however, nor does the complainant state, that the 'hundreds of books' were of our publication; they might have been of any of the five other publishers. We sell large quantities of our publications in sheets to various persons in Canada, who bind them themselves; thus, you will perceive, whilst there are so many publishing and binding, we cannot be held generally responsible.

"We regret that it should be necessary to complain of our works, if they are at fault in this respect; and we do not know how otherwise to meet the wishes of your correspondent, than to have a quantity of each of the National Books bound in a superior manner for the use of the schools. We will do so. The price of course will be more than the present rates, and yet they will be within the limits fixed by the Council. Should therefore your correspondent or others desire strongly bound books, we will supply them.

"Complaint second is directed particularly to our publication, and it is in regard to 'errors and misprints' in the small Arithmetic. This appears to be the case, yet our copy is an exact transcript of the Dublin edition, word for word, figure for figure. We have before us the Irish edition; we find the questions the same as in ours—the answers also. We turn to the Irish Key, and we find the answers given in it to correspond with those produced from the questions, as in the Arithmetic. We find the answers given by your correspondent to be correct, yet differing from those given in the Key. The 'errors and misprints' have crept into the Dublin edition; ours, being an exact copy, has the same. A gentleman who has worked through the whole book intends handing us, this morning, a corrected copy. We will have all the errors brought before our notice removed; and we trust that future editions will be satisfactory in this and in every other respect."

OFFICIAL DOCUMENTS RECEIVED.—We have to acknowledge the receipt of the following Official Reports and Documents at the Education Office:—

1. REPORT ON THE SCHOOLS OF NOVA SCOTIA, 1850. 8vo., pp. 123. By the Superintendent of Education, James William Dawson, Esq.

2. FOURTEENTH ANNUAL REPORT OF THE MASSACHUSETTS' BOARD OF EDUCATION, WITH REPORT OF THE SECRETARY. 8vo., pp. 116 and 117. Rev. Dr. R. Sears.

3. AN ACT TO AUTHORISE, ENCOURAGE, AND ASSIST THE FORMATION, &c., OF PUBLIC LIBRARIES IN MASSACHUSETTS, 1851. 8vo., pp. 2. John T. Wright, Esq.

- 4. ACTS RELATING TO THE PUBLIC SCHOOLS OF RHODE ISLAND, &c., 1847. 8vo., pp. 79.
5. REPORT OF THE COMMISSIONER OF PUBLIC SCHOOLS, RHODE ISLAND, 1850. 8vo., pp. 8.
6. REPORT ON THE POOR AND INSANE IN RHODE ISLAND, 1851. By Thomas R. Hazard. 8vo., pp. 119. Hon. G. R. Potter.
7. SECOND ANNUAL REPORT ON THE COMMON SCHOOLS OF VERMONT, 1847. 8vo., pp. 52.
8. CIRCULAR TO THE TOWN SUPERINTENDENTS OF VERMONT. By the State Superintendent, April, 1850. 8vo., pp. 8.
9. FIFTH ANNUAL REPORT ON THE COMMON SCHOOLS OF VERMONT, 1850. 8vo., pp. 48.
10. AN ACT TO PROVIDE FOR THE EDUCATION OF YOUTH, AND THE FOURTH ANNUAL REPORT OF THE SECRETARY OF THE BOARD OF EDUCATION, STATE OF MAINE, 1850. 8vo., pp. 52 & 103. Hon. E. M. Thurston.
11. REPORT OF THE STATE SUPERINTENDENT OF PUBLIC SCHOOLS, NEW JERSEY, 1849. 8vo., pp. 312.
12. REPORT OF THE STATE SUPT' OF PUBLIC SCHOOLS, NEW JERSEY, 1850. 8vo., pp. 113. Hon. Theodore F. King.
13. FIRST REPORT OF THE BOARD OF DIRECTORS OF GEARD COLLEGE FOR ORFHRANS, &c., 1848. 8vo., pp. 48.
14. SECOND DITTO DITTO DITTO, 1849. 8vo., pp. 54.
15. THIRD DITTO DITTO DITTO, 1850. 8vo., pp. 48. Hon. William H. Allen.
16. SCHOOL LAWS OF PENNSYLVANIA, WITH INSTRUCTIONS, &c., 1849. 8vo., pp. 15.
17. SEVENTEENTH ANNUAL REPORT OF THE STATE SUPERINTENDENT OF PENNSYLVANIA, 1849-'50. 8vo., pp. 75. Hon. A. L. Russell.
18. ANNUAL REPORT OF THE SECRETARY OF STATE ON THE CONDITION OF COMMON SCHOOLS OF THE STATE OF OHIO, 1850. 8vo., pp. 112. Hon. Henry D. King.
19. MESSAGE OF THE GOVERNOR OF THE STATE OF ILLINOIS, 1851. 8vo., pp. 23. P. H. Gagan, Esq.
20. MINUTES OF THE MUNICIPAL COUNCIL OF THE COUNTY OF YORK, JANUARY, 1851. 4to., pp. 48. The County Clerk.
21. A PRIMARY ASTRONOMY. By Rev. Hiram Mattison, 1851. 12mo., pp. 168. The Author.
22. MANUEL GENERAL DE L'INSTRUCTION PRIMAIRE, JOURNAL HEBDOMADAIRE DES INSTITUTEURS. Paris, 1851. 4to., pp. 12.
23. REVUE DE L'INSTRUCTION PUBLIQUE EN FRANCE ET DANS LES PAYS ETRANGERS. Recueil Mensuel. Paris, 1851. 4to., pp. 16.

JOURNAL D'EDUCATION.—Cette feuille, publiee dans le Haut-Canada, remplit toujours habilement sa mission. Toujours elle renferme quantite de matieres tres instructives et tres interessantes. Ceux qui sont familiers avec la langue anglaise devraient se la procurer.—Le Moniteur Canadien.

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