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DISCIPLINE IN PUBLIC SCHOOLS.

BY THE REV. DR. ARNOLD, LATE HEAD MASTER OF RUGBY SCHOOL,
ENGLAND.

As it will be interesting to many readers of the *Journal of Education* to be in possession of the conclusions, after extensive experience, of one of England's most distinguished and enlightened educationists, regarding *Discipline in Public Schools*, we have given an extended extract from a published address of the lamented Dr. ARNOLD, on the subject. It will be borne in mind that Dr. Arnold, in penning the following remarks, had especial reference to the objections usually urged against the prevalent corporal modes of discipline, in the great public schools of England. He remarks:—

Liberal principles and popular principles are by no means necessarily the same; and it is of importance to be aware of the difference between

them. Popular principles are opposed simply to restraint; liberal principles to unjust restraint. Popular principles sympathize with all who are subject to authority, and regard with suspicion all punishment; liberal principles sympathize, on the other hand, with authority, whenever the evil tendencies of human nature are more likely to be shown in disregarding it than abusing it. Popular principles seem to have but one object—the deliverance of the many from the control of the few. Liberal principles, while generally favorable to this same object, yet pursue it as a means, not as an end; and therefore they support the subjection of the many to the few, under certain circumstances, when the great end they keep steadily in view, is more likely to be promoted by subjection than by independence. For the great end of liberal principles is indeed the “greatest happiness of the greatest number,” if we understand that the happiness of man consists more in his intellectual well-doing than in his physical; and yet more in his moral and religious excellence than in his intellectual.

It must be allowed, however, that the fault of popular principles, as distinguished from liberal, has been greatly provoked by the long-continued prevalence of principles of authority which are no less illiberal. Power has been so constantly perverted that it has come to be generally suspected. Liberty has been so constantly unjustly restrained, that it has been thought impossible that it should ever be indulged too freely. Popular feeling is not quick in observing the change of times and circumstances; it is with difficulty brought to act on a long-standing evil; but, being once set in motion, it is apt to overshoot its mark and continue to cry out against an evil long after it has disappeared, and the opposite evil is become most to be dreaded. Something of this excessive recoil of feeling may be observed, I think, in the continued cry against the severity of the penal code, as distinguished from its other defects; and the same disposition is shown in the popular clamor against military flogging, and in the complaints which are often made against the existing system of discipline in our schools.

“Corporal punishment,” it is said, “is degrading.” I well know of what feeling this is the expression; it originates in that proud notion of personal independence, which is neither reasonable nor Christian, but essentially barbarian. It visited Europe in former times with all the curses of the age of chivalry, and is threatening us now with those of Jacobinism. For so it is, that the evils of ultra-aristocracy and ultra-popular principles spring from precisely the same source—namely, from selfish pride—from an idolatry of personal honor and dignity in the aristocratical form of the disease—of personal independence in its modern and popular form. It is simply impatience of inferiority and submission—a feeling which must be more frequently wrong or right, in proportion to the relative situation and worthiness of him who entertains it, but which cannot be always or generally right except in beings infinitely

more perfect than man. Impatience of inferiority felt by a child towards his parents, or by a pupil towards his instructors, is morally wrong, because it is at variance with the truth; there exists a real inferiority in the relation, and it is an error, a fault, a corruption of nature, not to acknowledge it.*

Punishment, then, inflicted by a parent or a master for the purposes of correction, is in no true sense of the word degrading; nor is it the more degrading for being corporal. To say that corporal punishment is an appeal to personal fear is a mere abuse of the terms. In this sense all bodily pain or inconvenience is an appeal to personal fear; and a man should be ashamed to take any pains to avoid the toothache or the gout. Pain is an evil; and the fear of pain, like all other natural feelings, is of a mixed character, sometimes useful and becoming, sometimes wrong and mischievous. I believe that we should not do well to extirpate any of these feelings, but to regulate and check them by cherishing and strengthening such as are purely good. To destroy the fear of pain altogether, even if practicable, would be but a doubtful good, until the better elements of our nature were so perfected as wholly to supersede its use. Perfect love of good is the only thing which can profitably cast out all fear. In the meanwhile, what is the course of true wisdom? Not to make a boy insensible to bodily pain, but to make him dread moral evil more; so that fear will do its proper and appointed work, without so going beyond it as to become cowardice. It is cowardice to fear pain or danger more than neglect of duty, or than the commission of evil; but it is useful to fear them, when they are but the accompaniments or the consequences of folly and of faults.

It is very true that the fear of punishment generally (for surely it makes no difference whether it be the fear of the personal pain of punishment, or of the personal inconvenience of what have been proposed as its substitutes, confinements, and a reduced allowance of food), is not the highest motive of action; and therefore the course actually followed in education is most agreeable to nature and reason, that the fear of punishment should be appealed to less and less as the moral principle becomes stronger with advancing age.

If any one really supposes that young men in the higher forms of public schools are governed by fear, and not by moral motives; that the appeal is not habitually made to the highest and noblest principles and feelings of their nature, he is too little aware of the actual state of those institutions to be properly qualified to speak or write about them.

With regard to the highest classes, indeed, it is well known that corporal punishment is as totally out of the question in the practice of our schools as it is at the universities; and I believe there could nowhere be found a set of young men amongst whom punishment of any kind was less frequent, or by whom it was less required. The real point to be considered, is merely, whether corporal punishment is in all cases unfit to be inflicted on boys under fifteen, or on those who, being older in years, are not proportionably advanced in understanding or in character, who must be ranked in the lower part of the school, and who are little alive to the feeling of self-respect, and little capable of being influenced by moral motives. Now, with regard to young boys, it appears to me positively mischievous to accustom them to consider themselves insulted or degraded by personal correction. The fruits of such a system were well shown in an incident which occurred in Paris during the three days of the revolution of 1830. A boy, twelve years old, who had been forward in insulting the officers, was noticed by one of the officers; and though the action was then raging, the officer, considering the age of the boy, merely struck him with the flat part of his sword, as the fit chastisement for boyish impertinence. But the boy had been taught to consider his person sacred, and that a blow was a deadly insult; he therefore followed the officer, and having watched his opportunity, took deliberate aim at him with a pistol, and murdered him. This was the true spirit of the savage, exactly like that of Callum Beg in Waverley, who, when a "decent gentleman" was going to chastise him with his cane, for throwing a quoit at his shins, instantly drew a pistol to vindicate the dignity of his shoulders. We laugh at such a trait in the work of the great novelist, because, according to our own notions, the absurdity of Callum Beg's resentment is even more striking than his atrocity. But I doubt whether to the French readers of Waverley it has appeared either laughable or disgusting; at least the similar action of the real Callum in the streets of Paris was noticed at the time as something entitled to our admiration. And yet what can be more mischievous than thus to anticipate in boyhood those feelings which even in manhood are of almost questionable nature, but which at an earlier period are wholly and clearly evil? At an age when it is almost impossible to find a true manly sense of the degrada-

tion of guilt or faults, where is the wisdom of encouraging a fantastic sense of the degradation of personal correction? What can be more false, or more adverse to the simplicity, sobriety, and humbleness of mind, which are the best ornaments of youth, and offer the best promise of a noble manhood? There is an essential inferiority in a boy as compared with a man, which makes an assumption of equality on his part at once ridiculous and wrong; and where there is no equality, the exercise of superiority implied in personal chastisement cannot in itself be an insult or a degradation.

The total abandonment, then, of corporal punishments for the faults of young boys, appears to menot only uncalled for, but absolutely to be deprecated. It is, of course, most desirable that all punishment should be superseded by the force of moral motives; and up to a certain point this is practicable. All endeavors so to dispense with flogging are the wisdom and duty of the schoolmaster; and by these means the amount of corporal punishment may be, and in fact has been, in more than one instance, reduced to something very inconsiderable. But it is one thing to get rid of punishment by lessening the amount of faults, and another to say, that even if the faults be committed, the punishment ought not to be inflicted.

Now, it is folly to expect that faults will never occur; and it is very essential towards impressing on a boy's mind the natural imperfectness and subordination of his condition, that his faults and the state of his character being different from what they are in after-life, so the nature of his punishment should be different also, lest by any means he should unite the pride and self-importance of manhood with a boy's moral carelessness and low notions of moral responsibility. The beau ideal of school discipline with regard to young boys would appear to be this—that whilst corporal punishment was retained on principle as fitly answering to, and marking the natural inferior state of boyhood, morally and intellectually, and therefore as conveying no peculiar degradation to persons in such a state, we should cherish and encourage to the utmost all attempts made by the several boys as individuals to escape from the natural punishment of their age by rising above its naturally low tone of principle. While we told them that, as being boys, they were not degraded by being punished as boys, we should tell them also, that in proportion as we saw them trying to anticipate their age morally, so we should delight to anticipate it also in our treatment of them personally—that every approach to the steadiness of principle shown in manhood should be considered as giving a claim to the respectability of manhood—that we should be delighted to forget the inferiority of their age, as they labored to lessen their moral and intellectual inferiority. This would be a discipline truly generous and wise—in one word, truly Christian; making an increase of dignity the certain consequence of increased virtuous effort, but giving no countenance to that barbarian pride which claims the treatment of a freeman and an equal, while it cherishes all the carelessness, the folly, and the low and selfish principle of a slave.

With regard to older boys, indeed, who yet have not attained that rank in the school which exempts them from corporal punishment, the question is one of greater difficulty. In this case the obvious objections to such a punishment are serious; and the truth is, that if a boy above fifteen is of such a character as to require correction, the essentially trifling nature of that correction is inadequate to the offence. But in fact boys, after a certain age, who cannot keep their rank in school, ought not to be retained at it; and if they do stay, the question becomes only a choice of evils. For the standard of attainment at a large school being necessarily adapted for no more than the average rate of capacity, a boy who, after fifteen, continues to fall below it, is either intellectually incapable of deriving benefit from the system of the place, or morally indisposed to do so; in either case he ought to be removed from it. And as the growth of the body is often exceedingly vigorous where that of the mind is slow, such boys are at once apt for many kinds of evil, and hard to be governed by moral motives, while they have outgrown the fear of school correction. These are fit subjects for private tuition, where the moral and domestic influences may be exercised upon them more constantly and personally than is compatible with the numbers of a large school. Meanwhile such boys, in fact, often continue to be kept at school by their parents, who would regard it as an inconvenience to be required to withdraw them. Now, it is superfluous to say that in these cases corporal punishment should be avoided whenever it is possible; and perhaps it would be best, if for such grave offences as would fitly call for it in younger boys, older boys, whose rank in the school renders them equally subject to it, were at once to be punished by expulsion. As it is, the long-continued use of personal correction as a proper school punishment renders it possible to offer the alternative of flogging to an older boy, without subjecting him to any excessive degradation, and his submission to it marks appropriately the greatness and disgraceful character of his offence, while it establishes, at the same time, the important principle, that so long as a boy remains at school, the respectability and immunities of manhood must be earned by manly conduct and a manly sense of duty.

* See a paragraph on *School Discipline*, on page 21 of this number of the *Journal*.

It seems to me, then, that the complaints commonly brought against our system of school discipline are wrong, either in their principle or as to the truth of the fact. The complaint against all corporal punishments as degrading and improper, goes, I think, upon a false and mischievous principle; the complaint against governing boys by fear, and mere authority, without any appeal to their moral feelings, is perfectly just in the abstract, but perfectly inapplicable to the actual state of established schools.

AMERICAN ESTIMATE OF SCHOOLS IN PARIS.

In a Letter from Paris.

I brought my children with me to Paris, under the belief that I should find for them superior advantages of education to what exist in the United States. As I shared this opinion with many others, it may not be amiss to give the results of my experience, for the consideration of those who desire to educate American youth in France.

Having a son and daughter I was prompted to examine into the system pursued toward sexes.

For a girl, the choice was only between an entirely home education or boarding schools of the most exclusive kind. The former is the course in general pursued by the best families. It renders education much more expensive than in the United States. But by it the evils attending the latter are avoided.

Boys are sent to the boarding schools or the seminaries under the supervision of government, where the discipline is rigid and the exclusion of external influences as complete as stone walls and watchful guardians can render it. Teachers sleep with them, watch them at table, are with them during their play hours, and they are never allowed to leave the walls of their seminaries without their presence; in short they make themselves the pupils shadows. The rule is never to leave them alone on any occasion, and the strictest watch is held over the servants and porters, lest they should connive at procuring forbidden indulgences from outside the walls. If the tutors were of irreproachable morals, this system would work better than it does; but when it is considered that frequently in what is called a fashionable school, they receive salaries of not over \$100 per annum, no very lofty qualifications of either character or attainments should be expected. They are as likely to be the accomplices as the preventives of the pupils in their attempts at mischief or depravity. The American system undoubtedly allows too much latitude to youth, particularly in not subjecting them to wholesome discipline, but it preserves them from systematic hypocrisy and fixed habits of falsehood.

If education were simply the acquisition of general knowledge, the sciences classics, or accomplishments, the American parent would find the institutions of France unexcelled by those of any other country. In the solid and ornamental branches they furnish for both sexes every desirable advantage. Intellectual knowledge is, however, but one part of education. Without principle it becomes the worst foe of society; with principle its best ally. I do not mean to be understood as implying that the morals are neglected. On the contrary they are rigidly cared for after the French standard. After an attentive examination into their system of education for youth, I am decidedly of opinion that if American parents wish to rear a generation of American children, they by far had better intrust them, both for their morals and the principles which are to be their guide in civil life, to the public schools of their own country, rather than to the highest seminaries of France. I have seen the results of this nurture in too lamentable shapes to come to any other conclusion than, that, while it rarely is calculated to make an American successful abroad, it is quite sure to destroy his capacity for patriotism at home. Dissatisfied with the genius of his native country as being adverse to his acquired taste, he finds himself, as it were, expatriated, without the solace of being nationalized elsewhere.

Corporeal punishment being entirely done away with, French teachers are at a loss for a substitute to preserve discipline. They resort to a multitude of penances, the most efficacious of which is perhaps imprisonment; but their general aim is to create shame or mortification. They seek to arouse emulation by a graduated system of rewards, which results in the early development of a passion for prizes and decorations. This is pushed to such an extent that the bauble often becomes the substitute for the principle, and the vanity of display takes the place of love of knowledge. These "rewards of merit" are coveted with an eagerness by all classes that to their graver neighbors savors of childishness. Hence, through every department of society they are distributed with a profusion that elsewhere would destroy their value.

Boys who are not yet emancipated from frocks are to be seen with decorations attached to their breasts, treading in the footsteps of the Legionaries of Honor, whose ribbons, crosses, and grand crosses are to be met at every step in the street. The acquisition of a ribbon of

a medal would be a penance to a Frenchman, if he could not display it. If this innocent vanity be a spur to worthy actions, it is undoubtedly to be cherished in default of a better motive. The Legion of Honor already numbers upward of 50,000 members, and scarcely a day passes without additions to its ranks. A recent calculation gives a decoration to one individual in every ten in France.

The history of French exhibitions of manufactures and arts shews to what an extent the distribution of prizes is pursued. In 1798, of the one hundred and ten exhibitions in the Champ de Mars only twenty three, or a little more than a fifth, had prizes. In 1801, there was distributed one prize to every three exhibitors. The succeeding year it rose to one to every two. In 1823 the proportions were two prizes to every three persons. Each succeeding exhibition followed the same policy, until the prizes have nearly caught up with the exhibitors, the last on record being 3253 prizes to 3960 exhibitors. Much complaint ensued at the awards of the Commissioners of the London Exhibition in 1851, although France received sixty recom-pences for every one hundred exhibitors, while England was only in the ratio of twenty-nine to every one hundred, and all other nations but eighteen.

Such is the effect of substituting in infancy the desire of artificial distinctions, for the more solid principle of action from the simple sense of duty. It was with difficulty I could prevent one of the most simple-hearted and conscientious of professors from bribing any children to learn their lessons. The perpetual argument is, "Do this, and you shall have that."

Some one, with more severity than truth, has said that all children are by nature liars. The teacher of one of the best conducted boarding schools of Paris, who had several American children under his charge, remarked that they were the only boys in his establishment on whose word he could rely. Where appearances are the chief aim of life there must exist a corresponding amount of deception. The material lie readiily becomes the moral lie. Truth is not placed upon its right foundation in the young. How can it be when there is no reliance put in their good faith? The education of the children prepares the way for those lies of convenience or etiquette so prevalent among the adults.

The simple English yes or no has no weight in France. To induce belief adjuations are added, or a sort of sliding scale of expressions, by which you are made to comprehend with what degree of certainty you may rely on any promise or assertion. I shall never forget the expression of surprise with which a young American girl, to whom falsehood was an unknown tongue, explained to me that her teacher required her to swear to keep a promise; and on another occasion, with mingled indignation and astonishment, exclaiming, "My teacher tells lies." She had detected some of those petty larcenies of truth which here would not be called by so harsh a name.

Children are no casuists. They should be taught by precept and example, the plain rule, to tell the truth under all circumstances, and leave the consequences to take care of themselves. The French habit arises not so much from evil design as from a desire either to convey pleasure or to avoid giving pain. A physician deceives his patient to convey encouragement; the tradesman promises, to secure patronage; gallantry is proverbial for its falsehoods, and vanity must be fed upon lies. The domestic is more ingenious in evasions than a Cretan; and your friend will never be frank at the expense of wounding your amour propre. Suspicion is so disguised in the finesse of courtesy, that its sting is scarcely felt; while deception treads so lightly as barely to leave a trail. Wherever manners and morals have their source in the head, and not in the heart, this condition of things will exist. Yet it is impossible not to admire that exquisite tact, which, in seeking a favor, seemingly confers an obligation,

GREAT MEN SELF EDUCATED.

Benjamin Franklin was a self-educated man. So was Benjamin West. The one among the most distinguished philosophers, the other among the best painters the world ever saw. Each had a good teacher because he taught himself. Both had a better teacher daily, because both were advancing daily in knowledge and in the art of acquiring it.

Baron Cuvier was also a self-made man. He was at all times under a good teacher, because he was always taught by Baron Cuvier. He, more than any other man, perhaps than all other men before him, brought to light the hidden treasures of the earth. He not only examined and arranged the mineral productions of our globe, but ascertained that hundreds, and even thousands of different species of animals, once living, moving in the waters and upon the land, now form rocks, ledges, and even mountains. Cuvier thought, however, that he owed a constant debt of gratitude to his mother for his knowledge, because when a small child, she encouraged him in Linear Drawing, which was of the utmost service in his pursuits. To the same encouragement the world is, of course, indebted for the knowledge, diffused by Cuvier among all nations.

Sir Humphrey Davy, by "self instruction," made more brilliant

and more important discoveries in chemical science, than any one who preceded or followed him. Farmers, mechanics, housekeepers, and many others, are now enjoying the benefit of his labors.

Elihu Burritt, by self-instruction, had acquired, at the age of thirty years, fifty languages; and that too while he was laboring vigorously over the forge and anvil, from six to twelve hours daily.

The late Dr. Bowditch taught himself, until he succeeded all who had gone before him in mathematical science.

Roger Sherman, whose name will descend to posterity as one of the ablest statesmen and brightest ornaments of the American Congress, taught himself while working upon his shoe-bench.

George Washington was a self-made man. His name will fill all future ages with reverence.

Hosts of others, who in former ages, moved the intellectual and moral world, also, those who now move and elevate themselves. Such must be the fact in all future ages.

Every child is his *own teacher*. He teaches himself things; and every thing coming under his observation—animals, vegetables, minerals, tools and operations of farmers, mechanics, and housekeepers, science and art. He teaches himself by seeing, hearing, tasting, smelling, feeling, talking, handling, using and comparing things, and their operation on each other; also cause with effect. Every child of common talents learns a language before he is three or four years of age. Many thousand children now in our country, not over five years, can speak fluently two languages,—the English and German.

Short Memoirs of Eminent Men.

II. THOMAS GRAY.—THE POET.

Thomas Gray, like Milton, was the son of a money-scrivener in London, and was born in Cornhill, December 26, 1716. At Eton, where he received his education under the care of an uncle, he was distinguished for his extraordinary proficiency in classical learning. It is one of the great advantages of our large public schools, that they afford to youth of talent the opportunity not only of forming connexions which may assist and advance them in after-life, but also of improving themselves by associating with companions of tastes and pursuits congenial with their own. It was probably to a friendship formed at Eton, that Gray referred when he wrote the line,

He gain'd from heaven (twas all he wish'd) a friend.

This friend was Richard West, a young man of rare talent and promise, but unfortunately early lost to the world. To him Gray appears to have been most warmly attached; and the close and affectionate correspondence which passed between them, both in prose and verse, exhibits both the friends to great advantage, and forms by far the most interesting portion of the Memoirs of Gray published by Mason.

Another school-friend of Gray was the celebrated Horace Walpole, son of Sir Robert Walpole, and afterwards Earl of Orford. With this young nobleman Gray was appointed to take the customary tour of Europe: but travelling is proverbially a test of temper; after they had continued together for two years, Gray had some differences with his witty and volatile companion, and returned to England alone, with no other benefit from his late connexion than that of having visited some of the most interesting countries of Europe, under more favorable circumstances than, with his limited means, he could otherwise have commanded.

From this time forth the life of Gray is the most uneventful that can be presented to the pen of a biographer. Soon after his return from the Continent, in the year 1742, he retired to Cambridge, and there principally resided till his death, in 1771, with scarcely an incident to mark the progress of years; except that, in 1756, he changed his College, from Peterhouse to Pembroke Hall; (as he himself says, a sort of era, in a life so barren of events as his;) and in 1768, he was appointed Regius Professor of Modern History. During this long period of time his habits were those of a devoted student, accumulating vast stores of learning on almost every branch of human knowledge; but, unfortunately, pursuing his studies in a desultory manner, and with little regard to any definite and fixed object. Indeed, the great defect in the character of Gray seems to have been a want of perseverance and firmness of purpose. He had originally intended to follow the law; and to his friend West, who was designed for the same profession, and who was shrinking from the irksomeness of legal studies, he wrote from the continent an admirable letter, urging him to steady and resolute exertions. But, in his own case, Gray proved how much easier it is to give than practise good counsel. He himself soon abandoned his design of studying the law, and continued on to the end of his days, without any profession, in a society to which he did not conceal his dislike, and in perpetual contemplation of works which he never executed. Even his poetical productions, exquisite as they are, were few and short, and were written at long intervals of time. In proof of his earlier projects in literature, we have a fragment of a tragedy, a

fragment of a Latin poem on the Origin of our Ideas, a fragment of an ethical essay in verse, all of them possessing beauties which make it a matter of much regret that they were left unfinished. At a more advanced age we find him still meditating great things; planning a history of English poetry, an edition of Strabo, a work on Chronology—with none of which he proceeded. Even for his Professorship he did no more than sketch an excellent plan for lectures, which however, were never delivered, or even composed.

We have dwelt on the irresolution and fastidiousness which cast a shade over the character of Gray, because they impaired the usefulness of a man who possessed the power to have been greatly servicable to mankind. Let it not, however, be supposed, that he was without some better points in his character. He was high-minded, independent, and disinterested. Where he was attached, he was attached warmly and firmly. In his domestic relations, and especially as a son, he was most exemplary. His excellent mother had established strong claims on his gratitude and affection by her more than ordinary maternal care. She had saved his life in infancy, by venturing to bleed him with her own hands, in a violent illness; and she had given him a liberal education at Eton from her own private resources, when his father had refused to support him. These kindnesses made their due impression on the heart of Gray. He is said never to have mentioned the name of his mother, to the end of his life, without a sigh. He desired to be buried by her side in his own village churchyard. And there is a passage in one of his letters to a friend, so beautiful, that we must give it at length:—

"It is long since I heard you were gone in haste into Yorkshire, on account of your mother's illness; and the same letter informed me she was recovered, otherwise I should then have wrote to you, only to beg you would take care of her, and to inform you that I had discovered a thing very little known, which is, that, in one's *whole life one can never have any more than a single mother*. This you may think is obvious; yet I never discovered this (with full evidence and conviction, I mean) till it was too late. It is thirteen years ago, and seems but as yesterday, and every day I live it sinks deeper into my heart."

Besides some short summer rambles, Gray passed the time when he was absent from Cambridge principally at Stoke, a small village in Buckinghamshire, near Windsor, where his mother and aunt resided. It was here that he wrote the greater number of his poems. The "Ode on Eton College," and the "Long Story," sufficiently attest the place where they were composed. But all our readers may not know that the beautiful "Elegy in a Country Churchyard" also owes its birth to Stoke Church. The whole village is full of memorials of Gray. The house which he inhabited, although enlarged and embellished, is still noticed as his. Mr. Penn, to whom the principal estate of the parish belongs, has erected in his grounds a handsome monument to the poet. Although a new mansion has been built upon the site of the old residence, some remains of the ancient seat of the "the Huntingdons and Hattons" are allowed to stand; and, above all, the churchyard is just as it should be. Although hardly beyond the reach of London *improvements*, it is quite a *country churchyard*, secluded and unembellished. There are the yew trees, the grassy mounds bound down with twigs of hazel, and the rude inscriptions on the grave-stones. And the writer of this brief sketch may, perhaps, be permitted to add, that in a delightful visit which he lately made to the place, he chanced to find in the churchyard "a hoary-headed swain" from whom on asking after Gray's monument, he received an answer almost in the words of the poet:—He was no scholar, he said, and was not quite sure which of two monuments was the right one; "but you," he added, "may make it out for yourself."

Approach and read (for thou can'st read) the lay,
Graved on the stone beneath you aged thorn.

THE NEW YORK STATE NORMAL SCHOOL.

From the following extract it will be seen that the state of New York has not yet reached a settled point in regard to the practical design and objects of a Normal School.

The policy of a class of institutions exclusively for the education of teachers has been amply vindicated in the experience of this and other states.

The normal school, established in 1844, has surmounted most of the prejudices which it encountered in the earlier stages of its career, and a thorough conviction of its utility is now entertained by the great body of the educators of the state.

Little felt at first, 3,230 pupils have received the benefits of instruction in it, and are now extending a knowledge of the better systems, and improved processes of instruction thus acquired, throughout the state. They are doing this as teachers in the departments for the instruction of common school teachers in the academies, they are doing it in the larger schools of the cities and villages which become model

ones to others, and finally, they are beginning to be felt in the body of the common schools of the state.

The undersigned is under the impression that the course of studies require some modification, and that the school should be made more strictly a professional one. Its object is not to give teachers their first education in the elementary branches, but to take them, after those branches are acquired, and instruct them in the *theory and practice of teaching*. In doing this, they will necessarily be to a considerable extent practised, and thus improved in elementary studies, but this should be regarded as simply an incidental benefit, and by no means an excuse for the want of a good previous acquaintance with those studies—or for that same slow and elaborate course of instruction in them which is practised in elementary schools. The state provides other and far less expensive schools for the latter purpose. Here the object is to *make teachers*; and it requires time and expenditure enough to do so, with a standard of admission which would dispense with the necessity of any thing more than a rapid and merely review course, in the common branches of an English education. The executive committee of the normal school have this subject under examination, and will in due time take what they regard as the appropriate action upon it.

Owing to a variety of causes, not necessary here to be detailed, the normal school has undoubtedly been an expensive one, for the amount accomplished by it. Many of those causes, though inevitable, were temporary in their nature, and are already beyond recurrence. Of the usual liberal annual appropriation by the Legislature, of \$10,000, for the support of the school, the executive committee have been able, during the current year, to save two thousand, and carrying out the earlier liberal policy of the institution toward its pupils, the balance has been appropriated to assist them in defraying the expense of their board. It is believed the expenses of the institution may be still further reduced without any injury to its efficiency. Its receipts may also be increased from several sources, and more particularly by an extension of the experimental department, which will also give additional facilities for instructing the pupils of the higher one, in the *practice of teaching*. All these topics are engaging the attention of the executive committee.—*State Superintendent's Report for 1851-2.*

EDUCATION AND IGNORANCE IN FRANCE.

An American in Paris, in concluding a long letter on the Boarding Schools in France, makes the following general statements:—

The population of France is 36,000,000. In her primary schools she has 2,332,580 pupils, or the ratio of one-sixteenth of her population, supported at an annual expense of \$1,800,000, or an average to each pupil of about 75 cents. The State of New York, in 1851, expended on 724,291 pupils in her common schools, \$1,432,096, or an average of nearly \$2 a-head for one-fourth of her population, while she has a fund of \$6,612,850 devoted to purposes of education. The actual difference is, that while New York expends twice and two-thirds as much on each pupil as France, she educates her population also in the ratio of fourfold in point of numbers. France expends more upon the tomb of Napoleon than upon her entire "Ecoles Primaires;" and the city of Paris, from 1800 to 1845, has spent at the Hotel de Ville, in fêtes to the several governments of France, \$2,000,000—a sum sufficient to support its common schools, at the present rate of appropriation, for fifteen years. Previous to 1830, the cost of primary instruction in Paris was but \$16,000 annually. Since then it has been increased to \$250,000, and the number of children frequenting the schools is about 45,000, or one twenty-second part of the population. In the colleges, institutions, and boarding-schools of the city, there are 11,000 pupils, but these embrace the elite of the south from all parts of the country. The total number of pupils in the lycées, colleges, and private institutions in France, for 1850, was 92,231; making a total of 2,424,811 children only, out of the 18,000,000 in France, receiving any degree of education.

The military conscription shows, that out of every thousand young men drawn, about 40 know how to read and write, 500 to read only, and more than 400 have no instruction whatever.

ESSENTIALS IN COMMON SCHOOLS.

We are happy in being able to make the following extracts from an excellent School Lecture by L. Chipman, Esq., Local Superintendent of South Burgess:—

1st. The Teacher.—In the first place, to employ efficient Teachers in our Common Schools is absolutely necessary; nothing can make up the deficiency of an incompetent teacher. Not only is knowledge incorrectly acquired by bad teaching, but the time spent by scholars is lost forever in as great a degree as their knowledge is imperfect. The office of Teacher is one of the most important on earth; he acts upon minds which in turn act upon others, and millions may be affected before that power will cease to exist; without his aid the efforts of the

philanthropist and every well-wisher of the human family can accomplish but little in comparison to what might be done with the co-operation of intelligent, moral, and successful teachers. A teacher may be well educated, but not what is generally termed "apt to teach;" this is a serious detriment in promoting education. A teacher should have a good idea of human nature, "and a rich store of knowledge, and have images and illustrations at his command." Perhaps no occupation in life requires as much patience, perseverance, and faithfulness as that of a successful teacher. The minds of his pupils are as various as their complexions; no two require exactly the same management, and nothing but a competent teacher can ascertain the different kinds of treatment required of children in order that all may be benefitted. Inferior teachers are generally dear in the end, and if we expect the rising generation to be properly trained, and time and money profitably spent, it should be the aim of all proprietors of schools to insure, if possible, as competent teachers as their circumstances will admit.

2nd. Convenient School-Houses.—Proper school-houses ought to be erected, as far as practicable; the want of suitable buildings, in some sections, is a serious detriment to education, which difficulty, I am happy to say, is now obviated in several places in these townships. How inconvenient, unpleasant, and discouraging to teachers as well as scholars, to attend in an uncomfortable school-room; the progress of scholars in such cases must be slow compared to what might be expected in a commodious one. How many places of instruction do we find inferior to those erected for the comfort of domestic animals—ill-ventilated, and with not more than two or three windows—uncomfortable seats, with no backs—and desks scarcely within reach of the scholars. Another inconvenience, in some localities, is the site selected for the school-house. How often do we see it erected on the corner of some thoroughfare, or on some great elevation, without any ornamental trees or play-ground, being subject to the scorching rays of a summer sun or the chilling blasts of winter. The teacher and scholars are also annoyed by the din and bustle necessarily occasioned by people passing and repassing. The scholars are more subject to accidents by being compelled to take for their play-grounds the highway or "long-lot," as it is sometimes called. How often could the evils above mentioned be remedied by placing the school-house near some grove, or an artificially made one; thus giving beauty and elegance, besides comfort, in all seasons of the year. The school-house ought to be erected as near the centre of a section as possible, to suit all parties.

3rd. Uniform Text-Books.—In the next place, a suitable supply of books should be provided. Schools and teachers labor under many difficulties, on account of not having a uniformity of books, but this is now nearly overcome in most sections.

4th. Discipline.—I am of opinion that moral suasion, in most schools, is preferable to coercive measures. Moral suasion is now recommended by most of our teachers, both in common schools and higher institutions, as being the most sure way of stimulating scholars to any laudable enterprise. Coercive measures are certainly contrary to our feelings, and ought not to be inflicted except in obstinate cases. The influence parents and guardians have upon children in providing for their education, is far greater than most people imagine; were parents ready and willing to assist their children in obtaining a good education, and instilling into their minds its importance, there is but little doubt but that they would become good scholars.

5th. Parental Attendance at Examinations.—Parents have also a great influence on their children by attending the quarterly examinations; the scholars will endeavour to learn, with the expectation of being encouraged and rewarded. Where no interest is taken by parents in the education of their children it is often a serious difficulty in their advancement, although much depends on the scholars themselves as regards their improvement, but it cannot be expected that all are equal in point of natural talents or ability. The Creator has been pleased to give a higher degree of instinct to some brutes than others, so He has given some of the human family a higher order of intellect than others. There are many, no doubt, but would reach the highest point of intellectual greatness whose talents lie buried, because they have never been cultivated properly, and some with scarcely common intellect, by close and unremitting study, have become famed for their knowledge, and outstripped our greatest anticipations. An opinion is prevalent among some that education tends to disqualify mankind for the domestic concerns of life, and if nothing more is sought than intellectual culture, there is a degree of plausibility in it; but education in its general sense has for its object (besides that knowledge which informs and enlightens the understanding) that which will instill the principles of the arts, sciences, religion, behaviour, and in short all the requirements necessary for our happiness in time and eternity.

GOLDEN HOURS AND DIAMOND MINUTES.

We find the following gem in a New York paper: Lost—Yesterday, somewhere between sun-rise and sun-set, two golden hours, each set with sixty diamond minutes. No reward is offered, for they are gone for ever.

REPORT OF THE CAMBRIDGE UNIVERSITY COMMISSION.

(From the London Chronicle.)

The long expected report of the Commissioners appointed to inquire into the state, discipline, studies, and revenues of the University and Colleges of Cambridge is already, we understand, in the hands of the Vice-Chancellor, and will very soon be made public.

The reforms recommended by the Commission are less sweeping, perhaps, than those proposed for the sister University of Oxford.

With respect to discipline among those *in statu pupillari*, the Commissioners seem to think that there is little room for, or need of, amendment, and they much commend the general moderation of expenditure among the undergraduates. They advise, however, for the further check of undue expenditure, that the law relating to minors should be extended to all undergraduate students.

Proceeding to consider the qualifications for the various degrees conferred by the University, the Commissioners express their approbation of the predominance of mathematical and classical studies at Cambridge; while, however, they warmly commend the new triposes of moral and natural sciences lately instituted, and advise the creation of a board of classical studies, answering to the board of mathematical studies lately appointed, which has been found so useful in directing the course of study in that branch of learning. They recommend, also, the addition of studies and examinations in civil engineering, and modern languages, and diplomatism.

The following is a very important recommendation. Adopting the proposal of the Statutes Revision Syndicate for reducing the number of terms to be kept for the B.A. degree from ten to nine, the Commissioners suggest that the previous examination at the end of the fifth term of residence—commonly called the Little-Go—should be made to include most of the subjects now indispensable for the ordinary degree, and that, after that examination, every student, for his remaining four terms, should select any line of recognised academical study which, with the sanction of his college tutor, he may feel to be most suited to his aptitudes and tastes, and professional destination. Some, therefore, would prepare for the mathematical, or classical, or the sciences triposes, and some for medical or law degrees. The remainder would still have to undergo an examination, much like the present one, for the ordinary degree. This plan they also think would afford great facilities for the special study of theology, for which they are of opinion that much more provision ought to be made by the University. They protest against so raising the standard for the ordinary degree as to exclude men of rank and fortune from the advantages of a University course. They dissent, however, from the excellent recommendation of the Statutes Revision Syndicate as to the abolition of the ten-year men privilege; and they even advise a sort of cheap degree, to be called "licentiate in theology," for the increase in the number of poor clergymen which they anticipate.

In considering the whole field of the academical *curriculum*, the Report urges the expediency of constituting boards of studies in theology, in law, and medicine, as well as in classics and mathematics. In the case of medicine, the term of compulsory residence is proposed to be shortened, in order to put Cambridge on a level with the Scotch and the London medical schools. In all degrees, the practice of enforcing money-cautions, in lieu of the performance of certain antiquated acts and exercises, is recommended to be disused. As to the degree of M.A., the recommendation of the Statutes Syndicate, as to the substitution of an affirmation for an oath, is adopted; and the oath at the time of creation is to be altogether abolished. And from this the Commissioners advance to urging the abandonment of any theological tests for any but theological degrees; and while they decline to offer any opinion on the question of the admission of Dissenters, they show something very like a bias in that direction.

As to the practical wants of the University, the Report dwells especially on the necessity of more theological professors. The Commissioners perceive the want of a better manner of appointing the public examiners, and protest against *ex officio* examiners generally. They propose that for the future the Regius Professors should examine, each in his own department, and they suggest schemes of election for boards of duly qualified persons to conduct the public examinations.

We find a suggestion for the endowment of a professorship of medical art in general, and of architecture in particular.

Having advised, in the former part of the Report, that after the fifth term of residence every undergraduate should elect some specialty for his further study, the Commissioners proceed to suggest that, from this period of the academical course, the instruction of all students should be undertaken exclusively by the University—and no longer, as at present, by the particular colleges. As the present body would be insufficient for the thorough instruction of the undergraduates during their concluding terms of residence, it is proposed to appoint a large number of public teachers, to be called "lecturers," who are to work under the

professors. This, in point of fact, is the principal change advocated by the Commissioners. They hope, by the appointment of "lecturers," to give a death-blow to the present most unsatisfactory system of private tuition, while at the same time they expect in this way to secure whatever advantages there may be in the informal, and as it were catechetical, nature of the relation now existing between the private tutors and their pupils. The lecturers are to be allowed to marry, and are to have moderate fixed salaries, with the addition of payments from such students as shall resort to their lectures. The election of the lecturers is to be vested in the board of studies, who will naturally look for candidates among those very persons who now become private tutors. Their fixed salaries are to be derived mainly from the *College* revenues, aided by some proportions of the payments for tuition now exacted of students by the college tutors. The Commissioners advise, however, the endowment of one new divinity professorship with £500 of the present somewhat excessive income of the Lady Margaret professor; and they propose to maintain a Hulsean divinity professor out of the funds of the Hulse foundation, now very uselessly spent in the offices of Christian advocate and Hulsean preacher. They propose, in addition, that two more theological professorships should be endowed with stalls in Ely Cathedral.

Upon the whole, then, there will be, under one general council of studies, seven boards of studies, viz., theology, law, medicine, mathematics, classics, natural science, and moral science; with subsidiary branches of engineering and modern language studies. To the operations of the board of theological studies, the Commissioners look for the true solution of the difficult problem of clerical education, which they think ought to be carried out within the walls of the University. But to prevent the University from becoming merely a seminary, the wish by various reforms to encourage especially the studies of law and physic; and they show that there is no reason why Cambridge, containing more than 25,000 inhabitants, should not become a first-rate medical school. Considering the Worts foundation of the Travelling Bachelors to be quite unsuited to modern habits and wants, the Report advise that these funds should be made available for giving an opportunity of education in the principles of diplomacy and the law of nations.

With respect to the public library, they strongly advise the addition of a reading room, to which, under conditions, undergraduates may be admitted. They recommend also the substitution of a money payment for the privilege now enjoyed by the University of a copy of every book published under the Copyright Act.

With regard to *fellowships*, the Commissioners do not advise compulsory residence, and wish to abolish the oath of obedience to statutes. It is suggested that all restrictions of fellowships should be formally abandoned, all bye-fellowships revised and made like those on the foundations, all peculiar methods of elections abrogated, and no conditions, such, *e.g.*, as proceeding to the degree of B.D., retained. But *celibacy* is still to be imposed.

The election of Heads of Houses is to remain as it is, for the most part; but the office not to be held together with ecclesiastical preferment.

Finally, the Commissioners recommend a general revision of the statutes of the colleges, and advise the throwing open of King's College, and the development of Trinity Hall as a place of legal education.

With respect to studies, they seem to have been content with developing and carrying out what has been already begun, in the way of self-reform, by the University itself. The greatest exceptions that are likely to be taken to the Report will be to the proposal to take from the colleges, and to give to the University, the education of students during the latter half of their academical course; to the substitution of public lecturers for private tutors, and to the chief method of paying these new lecturers by means of contributions from the colleges.

A BEAUTIFUL FIGURE.

Daniel Webster possessed the poetic or imaginative faculty to a much greater extent than is generally supposed, or than one would infer from a perusal of his solid and argumentative speeches. One of the most beautiful and poetic images to be found in the range of English composition, is that employed by him in his speech on the Protest, in reference to the territorial power and conquests of Great Britain. He spoke of her as—"a power which has dotted over the surface of the whole globe with her possessions and military posts, whose morning drum beat, following the sun and keeping company with the hours, circles the earth with one continuous and unbroken strain of the martial airs of England."

This image, Mr. Webster once said, occurred to him while he was one morning witnessing the parade at sunrise in Quebec. Mr. Edward Curtis, of New York, was standing by his side, and when the drum beat, Mr. W. turned to him and gave utterance to the idea which several years afterwards he clothed in the beautiful language above quoted from his speech.

OPINIONS OF THE PRESS.

THE REPORT ON EDUCATION FOR 1851.

[From the *Port Hope Echo* of Wednesday, Dec. 22, 1852.]

The annual report of the Normal, Model, and Common Schools in Upper Canada for 1851 has been sent to this office. It is a long and very interesting document, exhibiting zealous and indefatigable attention on the part of the Chief Superintendent. In a country so practically democratic as this, it is of vital importance that Education be made as general as possible, so that those through whose vote at the hustings the country is governed, and the laws are made, should be sufficiently well informed to know how to use their privileges to the best purpose. Let the Municipalities which suffer from Councils chosen by uneducated men, tell how much the community at large are interested in the education of every individual in the Province. We rejoice to mark a growing improvement in this matter every year; and on the Scriptural principle of giving "honor to whom honor is due," we feel called upon to record our humble testimony in favor of Dr. Ryerson.

A correspondent of the *Echo* remarks—"Permit me to ask the candor of the members of the Church of England towards the 13th chapter of the Report for 1851, lately published by the Rev. Superintendent. Let his statements be candidly received whether we agree with him or differ from him. It is surely true that the education of the young is going on during all their waking hours, and not merely from 9 to 4 on five or six days of the week. Also that the mornings before 9 and the evenings after 4, are usually the most convenient time for religious domestic instruction of every kind, and the Lord's Day the most appropriate for pastoral instruction. So that a very great part of the religious education of youth is not, and ought not to be, in the hands of day-school teachers. While we must lament that in about half the Common Schools of the Province the Scriptures are not used, and condemn the cause of that omission, whatever it be, let us be thankful that in 1748 common schools, the privilege of an open Bible is enjoyed, and let us use every means in our power to have that number increased—rather to have that privilege conferred on all."

SCHOOL SYSTEM OF UPPER CANADA.

[From the *Daily Colonist* of Friday, Dec. 31, 1852.]

ANNUAL REPORT OF THE NORMAL, MODEL, AND COMMON SCHOOLS IN UPPER CANADA FOR THE YEAR 1851; WITH APPENDICES. BY THE CHIEF SUPERINTENDENT OF SCHOOLS. PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

This blue book, ordered to be printed by the Assembly during its recent Session, was only distributed two or three weeks ago. It contains much important information relative to the working of the Upper Canada School system during the year 1851; which, from its public interest, it is a matter of regret, that it should not have been published earlier, than at the close of 1852.

The Report of Dr. Ryerson is very elaborate; and affords proof of the efficiency of the Department of which he is the head. This is much to say in favor of the Chief Superintendent; and the most determined of his opponents cannot withhold that praise from him. The importance of the Department of Public Instruction cannot be easily overvalued. It is of equal importance to a Department of the Government; and equal—even perhaps in some respects greater—responsibility attaches to it. From these considerations we are rejoiced to see such satisfactory evidence of the efficient discharge of its functions, as the report before us affords.

The Chief Superintendent concludes his report by a defence of some length, of the school system from the charge of infidelity. He contends that it is in no manner open to such a charge. He complains that he has been much misrepresented on this subject, and his views much distorted. He wants to have a national, not a denominational school system; and this he conceives is compatible with the necessities of Christianity.

We shall take leave of this report by repeating what we have already said, that it does great credit to the industry of Dr. Ryerson, and shows that the important department, of which he is the head, is in a very effective state.

[From the *Montreal Witness* of Monday, 3d January 1853.]

We have received the Annual Report of the Normal, Model, and Common Schools in Upper Canada, for the year 1851. This document does very great credit to the Chief Superintendent. It is as complete and lucid a statement as could possibly have been written. The Report does not only state the results obtained, but initiates us into the working of the system, presents to our view its obstacles, as well as its successes, and explains the motives which have led to the various measures adopted. To the statistics of the Report is added a large appendix, containing copious extracts from the report and correspondence of the Local Superintendent; also, various documents and remarks, which makes this volume a most useful repository in matters of

education, condensing, as it does, the results of a vast experience with regard to schools.

The future of a country rests with its rising generation; as they are taught and moulded, so will be its destiny. This being the case, no enlightened Canadian, who loves his country, can look with indifference upon the subject of education in this Province, and upon the reports made from year to year of its progress. And now he must rejoice at the immense success already obtained, and feel proud of the prospective results yet to be obtained in a glorious future, if the intentions of the Superintendent are permitted to be carried out, and his plans for the unity and enlightenment of the country, through a free and common education, accessible to all, are not thwarted by the jealousy of sectarian spirit, and the efforts of those who dread that the people, by receiving too much light, might become emancipated from their rule.

Comparing the common schools of Upper Canada with those of the State of New York, it is shown that while the latter have better and more numerous school-houses, and larger libraries, still the length of time during which the schools are kept open during the year, and the amount of money raised for the salaries of teachers, which are the two strongest tests of the doings of people in regard to education, throw the balance very much in favor of the Province. The average time of keeping schools open in New York State was seven months and seven-tenths days; while in Upper Canada, it was nine months and twenty-eight days; and while the population of the Province is only one-fourth that of its neighbor, the amount of money raised for the salaries of teachers was one-third. Thus, we have much cause to congratulate ourselves upon comparison with the States. It is, however, but fair to state, that it was not so a very few years ago, and that these results are owing, mostly, to Dr. Ryerson's exertions.

At the foundation of this prosperous system of free common schools is the Normal School, the importance and the blessings of which cannot be overrated. Its advantages consist not only in "sending out into the country more than a hundred teachers per annum, more or less trained in an improved system of school teaching, organization, and discipline, but in giving a higher tone and character to the qualifications and modes of teaching to which other teachers aspire, and which the school authorities in many places require."

[From the *L. C. Ottawa Argus*, of January 6, 1853.]

The last Annual Report of Dr. Ryerson, Superintendent of Schools for Upper Canada, indicates progress and advancement in the diffusion of knowledge. The rank and advancement of a country depends on the education of its inhabitants, as the social standing of the individual is dependent on his information and powers of mind. Too much attention cannot be devoted to the education of the people. Public instruction has been found economical to the State, and where education and knowledge have been diffused, there crime has diminished, to the saving of the very great expenses attendant on the bringing perpetrators to punishment.

The *Montreal Herald* passes a high encomium on the Report, and to it we are indebted for the following compilation:—

"The number of children attending the schools in 1850 was 151,891, the number attending them in 1851, was 170,254, being an increase in the year of 18,363, by far the largest increase ever reported in one year. The average time during which the schools have been kept open has been ten months and twenty days, or an increase of twenty-five days over the past year; and the total amount received for teachers salaries was £102,050, or an increase of £13,621 within the year. Here are elements of a problem by which we may readily calculate the progress of intelligence in Upper Canada; but when we examine the details, we shall find that they strengthen the general facts. We find that, while the amount required to be raised by the municipalities to obtain the school grant was £19,027, the actual amount raised was £25,835, or £9,807 more than was required. We find, too, that the system of taxation on parents sending their children to school, is constantly declining, and the system of free schools, under which the cost of common schools is recognized as a charge on the public, and provided for by an assessment on property, is everywhere taking its place. The feeling which dictates this change is so well illustrated in an extract from the Superintendent of the County of Stormont, that we cannot do better than copy his words:—"One of these was upon the system of general assessment, according to the rateable property within the section. * * * * * In many instances, a party having five or six children, between the ages of five and sixteen, were only rated about one-half as much as others, who had only one or two. Their circumstances were, in all cases, taken into consideration, and the more wealthy were rated the most with half the number of children, as I have just stated, with no other view than to induce the poorer classes to send their children, who would otherwise be kept at home, growing in ignorance and wickedness. In no case have those who contributed the most towards the support of schools refused to pay the amount imposed on them in this way."



JOURNAL OF **EDUCATION**
 Upper Canada.

TORONTO: FEBRUARY, 1853.

EDUCATIONAL WANTS IN THE STATE OF NEW YORK.

The system of public instruction in the State of New York is undergoing a severe examination. A commissioner was appointed two years since to investigate the School laws, and report a bill for their improvement and embodiment into one Act. An elaborate Report was made; but nothing further has been done. In the monthly *New York Teacher* (published under the direction of the "New York State Teachers' Association") this subject is being largely discussed. In the first of a series of articles on the subject, we find the following summary statement of the wants and defects of the educational system in that State:—

"1. A system of *Graded Schools* reaching from the Primary School to the highest College or University in the land, free alike to all who are capable of attaining the required course of instruction. This would embrace a system of primary schools within the reach of every child in the land, a system of grammar schools in every village and at convenient distances in the county, a system of academies for every county, and a system of colleges sufficient to meet the entire wants of those who wish to be benefitted by them.

"2. Schools for the special training of teachers, so that the difficult and varied work of instruction need not be committed to the charge of those who are ignorant of the great principles which lie at the foundation of their profession.

"3. A distinct department of the State Government, having charge of all educational matters, and which shall be directly responsible to the people for the exercise of its powers.

"4. A system of supervision suited to the different grades of schools, which shall be thorough, just, and impartial, equalizing education, and awakening the people to its importance.

"5. A well digested system of Public Libraries, bringing the treasures of science and literature within the reach of every child in the land.

"All these various departments of education should be thoroughly imbued with the true spirit of progress, leading them to the discovery of still other and better methods of instruction, and the practice of that enlightened eclecticism which adopts truth, from whatever source it may be derived.

"Judging our State system of education by the standard here presented, we shall find it faulty,

"1. In its general aims and objects.

"2. In the methods of raising and distributing money for the support of schools.

"3. In the want of a proper system of graded schools, and especially in the want of higher schools, for the attaining of an advanced education.

"4. In the antagonism which has naturally and unavoidably grown up between the two entirely different systems fostered by the State.

"5. In the want of a sufficient supply of properly managed Normal Schools, and in the refusal to extend aid to Teachers' Institutes.

"6. In having the school department so involved with other matters of State policy, as to become of secondary importance.

"7. In supporting a system of supervision totally inadequate to accomplish its purposes and wants."

**AMERICAN OPINIONS ON THE SYSTEM AND PROGRESS OF
 POPULAR EDUCATION IN UPPER CANADA.**

The disposition on the part of many persons in Upper Canada to depreciate their own country and its institutions, has been, and still is to some extent, a most serious impediment to its advancement. This disposition has shown itself more prominently in regard to our schools and school system, than in any other department of

our political and social economy. This disposition, without inquiry, and without regard to facts, denounces everything Canadian and lauds everything American. Our American neighbours have more patriotism and wisdom than to become the indiscriminate calumniators of their own country, and the blind eulogists of other countries. We see much to admire and imitate in the conduct and exertions of our American neighbours, and their hearty patriotism is not among the least of their virtues; but we have also more to be proud than ashamed of in regard to our own country—more to encourage than dishearten us in regard to the most recent of all our public departments, that of Common Schools.

It may be appropriate and useful to give the opinions which our American co-educationists have expressed in relation to the character and progress of our school system, after having examined its provisions and statistical developments. The two last Annual School Reports for Upper Canada (containing the School law and regulations) have been sent to several educational periodicals in the United States, and from the notices in those periodicals the following extracts are made.

From the *Journal of Education* for the State of Maine, of the 1st of January:—

"We are happy to acknowledge the receipt of the Annual Report of Rev. Dr. Ryerson, the Chief Superintendent of Public Schools in Upper Canada, for the year 1851, just issued from the Education office at Toronto.

"It is a voluminous document, and embraces a large amount of statistical and other information relative to the educational interests of that province during the last year.

"It is drawn up with great care, and presents a very gratifying view of the onward progress of the public schools, and the prosperity that has crowned the labors of the year. We have derived great satisfaction from the perusal of it, and are gratified with the liberal views presented on the several topics discussed in it. * * * * *

The average length of schools in 1851, is 10 months and 20 days—being an average increase of 25 days, or about one-twelfth, on the average time of the preceeding year.

"The amount of tuition per scholar, if our deductions are correct, is \$2.85.

"In comparing these last two statistical facts with the corresponding ones in our own State it will be perceived that our Canadian neighbors are far in advance of us in making provision for educational purposes.

"The average length of schools in Maine for the year ending April 1st, 1851, was 18.8 weeks; and the amount of money raised from all sources and expended the same year, was only \$1.35 per scholar. We evidently suffer very much by the comparison; and such rigid economy, to call it no other name, but illy comports with the enlightened policy that should characterize the public measures of 'free and independent citizens.'

"The Report contains several other points of interest to which we shall take occasion to advert hereafter."

The *Ohio Journal of Education* for December remarks as follows respecting the U. C. School Report for 1851:—

"This is a document of 376 quarto pages, forming one of the most complete and definite Reports of the kind ever published in America. The number of School districts reported is, 3,407; children of school age, 250,258, of whom 151,891 attended school; Teachers employed, 3,476, of whom 2,697 were males, and 779 females; the sum paid for Teachers' salaries, was £88,499, for the erection and repairs of school houses, £14,189, total £102,619, or more than \$400,000. An appropriation of \$60,000 was made for a Normal school, for which a noble building has been erected; and the department, with the Normal school attached to it, is accomplishing the work for which it is intended. Teachers are rapidly improving, and every effort is made to secure, as soon as practicable, an accurate classification of the schools in all the towns and larger districts."

The *Ohio Journal of Education* for January, concludes its notice of the U. C. School Report for 1851, in the following words:—

"We most heartily wish that every citizen of Ohio could read this Report; there might then be some hope that we should be stimulated to secure, for our own sake, a school system of similar efficiency."

COUNTY SCHOOL CONVENTIONS—AN EXCELLENT SUGGESTION.

We are happy to hear of the success and even enthusiasm which attends the County School Conventions, now being held in different parts of Upper Canada, by the Chief Superintendent of Schools. The following admirable suggestion, contained in a letter from "A Local Superintendent," to the Editor of the *Western Progress* of the 27th ultimo, if acted upon in each place, yet to be visited, will greatly contribute to promote the important objects contemplated by this official visit of the Chief Superintendent to the different Counties. A "Local Superintendent" observes that "as the time which the Chief Superintendent can spare with us is very limited, and must needs be husbanded to the best advantage, it is proposed that all persons having questions or suggestions to submit, shall meet at the Court House, on the day of visit, at ten o'clock, A.M., to compare notes with each other, to condense, as much as possible, the business of the day, by suppressing duplicates, and, generally, aiming to abridge the proceedings."

We hope that the Local Superintendents, generally, will endeavour to publish the notice of the Chief Superintendent's visit to their County, as widely as possible, and that the Local Superintendents, at or near the town in which the County School Convention is advertised to be held, will make the necessary arrangements as to the place of holding the Convention, and to give public notice of the same, and otherwise facilitate the objects which the Chief Superintendent has in view. The County Conventions yet to be held are as follows:—

COUNTIES.	TOWNS.	DAYS.	DATES.
York and Peel	Toronto	Wednesday	Feb. 16.
Simcoe	Barrie	Friday	" 18.
Ontario	Whitby	Wednesday	" 23.
Northumberland and Durham	Cobourg	Friday	" 25.
Hastings	Belleville	Saturday	" 26.
Prince Edward	Picton	Monday	" 28.
Lennox and Addington	Napanee	Tuesday	Mar. 1.
Frontenac	Kingston	Wednesday	" 2.
Leeds	Brockville	Friday	" 4.
Lanark and Renfrew	Perth	Saturday	" 5.
Carleton	Bytown	Tuesday	" 8.
Grenville	Kemptville	Wednesday	" 9.
Dundas	Matilda	Thursday	" 10.
Stormont and Glengarry	Cornwall	Saturday	" 12.
Prescott and Russell	L'Orignal	Tuesday	" 15.

FREE SCHOOL ELECTIONS.

FREE SCHOOL ELECTION CONTEST IN THE TOWN OF SIMCOE, COUNTY OF NORFOLK.—*Extract of a private letter, dated Simcoe, 14th Jan. 1853.*—"A few determined opponents of the Free Schools in this town, seeing that the Board of Trustees was leaning strongly to that system, got up quite an excitement on the subject; and it was generally understood that at the annual meeting a vote of want of confidence would be passed, and that if the Trustees would all resign, men opposed to free schools would be elected by at least three to one. The Trustees accepted the challenge; and on Wednesday, after some excellent addresses from the advocates of free schools, a free school ticket was nominated, and opposed by a ticket adverse to the principle. The election continued until 4 o'clock, p.m., of Thursday (second day), and the result was that the whole free school ticket (six Trustees) was elected. Mr. William M. Wilson headed the free school ticket. Much interest was excited, and great influence used."

SCHOOL ELECTION AND SCHOOLS IN THE INCORPORATED VILLAGE OF PARIS, COUNTY OF BRANT.—*Extract from a letter dated Paris, 12th Jan., 1853.*—"The people of Paris are at this time very much interested in the education of their children,

and have this day, by an overwhelming majority, decided to make the schools within the Corporation FREE. The proficiency that the children are making in the acquisition of knowledge is great. No pains are spared by the efficient teachers to advance them in learning. For the enlightenment of the rising generation here, the prospects are most flattering."

FREE SCHOOLS IN THE COUNTY OF VICTORIA.—The Local Superintendent of this county writes as follows:—"I have much pleasure in having it in my power to state, that two-thirds of the reports of proceedings at the annual meetings for this year, as received to this date, report the unanimous adoption of the Free School system. Another healthy feature in the scholastic affairs of this county, is the desire to pay teachers remunerating wages in future. "Good salaries and good teachers" is fast becoming the ruling maxim of the people, and the increase of this desire during the past year is pleasing. I have no hesitation in saying, much of this is attributable to the *Journal of Education*."

From local papers we select the following items relating to some additional free school elections in various parts of Upper Canada:

The *Galt Reporter* states that at a meeting of the inhabitants of the School Section, No. 15, Ayr, on Wednesday last, it was decided by a large majority that the Free School system should be adopted.

NOBLE GENEROSITY IN THE FREE SCHOOL RATEPAYERS OF PARIS.—The *Paris Star* reports that at the annual meeting for the election of School Trustees, the question of the day was on Free Schools. After some considerable discussion, Messrs. Moore and Montgomery were re-elected upon the understanding that they would vote for free schools at the Board. During the discussion, Mr. Capron proposed that something should be done to clothe a number of poor children, to enable them to enjoy the blessings of free schools. After the school meeting had concluded, the company resolved themselves into another meeting, H. Capron, Esq., in the chair. Moved and seconded, that the secretary make out from the assessment roll, the amount each person assessed, should contribute at 1d. per pound; and that a committee should be appointed to collect such amount for the above purpose. Moved and seconded, that a committee be appointed to collect the assessment, and distribute suitable clothing among the poor children of the place. The amount that is expected to be raised by this means is about £30. The committee are actively making the collection, and the whole amount is expected to be gathered and distributed during this week. Thus the people of Paris have set an example to the whole Province—*giving all her children Free Schools*—and that none shall miss the boon, is also willing to clothe those who are unable to do so themselves. We say to every municipality in Canada, "go thou and do likewise."

The *Bathurst Courier* states that at the election of School Trustees for the town of Perth, held on Wednesday last, there was not over a dozen persons present, and the old trustees were returned without a poll. *The Free School system may now be considered as established in Perth.*

From the *Port Hope Watchman* of the 4th inst., we learn that at a recent public meeting resolutions in favor of Free Schools were passed with great enthusiasm.

The *Brockville Recorder* states that the annual public school meeting was held yesterday, but as few persons were aware of it, little or no publicity being given to it, the meeting was thinly attended. *A resolution was carried in favor of Free Schools*—although inconsistent with the present state of school accommodation.

The *Huron Signal* reports—On Saturday, the 15th ultimo, a public meeting was held at the School-house in the town of Goderich, to decide the manner in which the school expenses of the said town should be provided for during the year. His Worship the Mayor presided. It was moved by Mr. Crabb, that the schools should not be free; when it was moved in amendment by Mr. Wallace and seconded—That the schools should be free, and the funds necessary for their support raised by general tax. Mr. Wallace spoke to the amendment, and remarked that the general attendance had fallen off in the male school, while the attendance at the grammar school had much increased, although the fees paid quarterly at the same, were from 15s. to 20s.; his arguments were also very conclusive in favor of Free Schools. The object of the speaker's remarks were that the schools should be free, and that the services of good and efficient teachers should be obtained. Mr. D. Watson spoke favorably of free schools, as also did Mr. Story and others. It is an evidence of the advance of free school principles that Mr. Watson, who this year favored, was last year one of the three individuals who opposed free schools. The question was then put, and free schools were triumphant, the vote being 30 for and 11 against them.

In reference to Free Schools in Dundas the *Warder* writes:—“During last winter the writer had occasion to visit each house and shanty within the corporation limits. He was amazed to find so many children idling about their homes, and made enquiries as to the cause. Two cardinal difficulties were urged by the parents—sometimes one, and sometimes the other. The one was that they lived too far off, the other, that they could not afford to pay the rates. To excuse such as these, little can be said,—with respect to a man's ability to pay for the education of his children, it must be admitted that he is likely to be the best judge. We know—every body knows—that this excuse is often a specious one, even at the very time we are compelled to accept it as valid. There is only one way to get round it, and that is to remove it altogether. We are disposed to think that a public tax for education can only be justified on grounds of expediency. It has been declared and acknowledged, then, to be expedient to provide for at least a portion of the expenses of public education, by a direct tax, and from observation and reflection, we have arrived at the conclusion that it is still more expedient to do it altogether, and thus secure a common school education to all—FREE!”

A correspondent of the *Carleton-Place Herald* thus writes:—“Permit me to give publicity to a few facts which bear upon the question of Free Schools, and which happened under my own personal observation. I will confine myself to the happy result produced by the system of Free Schools in this section, since its adoption in 1851; and leave the facts to speak for themselves. I may mention, that I have been immediately connected with the Common School of this Section, since first it had existence, in 1838, I have taught under every School Act, passed since that time; this being the case, I had ample opportunity of observing the progress made by education, and the extent to which the inhabitants interested themselves in the school. A division of opinion in 1843, regarding the site of a new school-house, prevented that attention being paid to the school, which would ensure success. This state of things continued to mar the progress of education in the section. The school-house was uncomfortably small, insufficiently lighted, and I may say, totally unfurnished. Out of a population of 100 school-going-children, but from 18 to 25 regularly attended; I held a quarterly examination in the fall of 1849, at which only 14 pupils were present. Things continued thus till Dr. Ryerson's present School Act made its appearance. The freeholders and householders in the section immediately acted upon its provisions, and adopted the Free School system. During the first year of its operation, the number of pupils on the roll was 77, that in regular attendance, 52. In 1852, being the second year in which we had the Free School, the number on the roll was 126, the average attendance, 70.”

At the annual meeting on the 12th inst., it was unanimously agreed, to throw the school-house door open for another year to all the children in the section. This was not done by a show of hands, as might reasonably be expected; but unanimously, and in the most kindly feeling. The following resolution was also passed,—“Resolved, That the progress made by the pupils of this school, since the adoption of the Free School system, is viewed by this meeting with delight; and we feel proud to say, that the number registered, the number in the higher branches, and the general proficiency, of the pupils, compare favorably with any Common School in the oldest and most wealthy Townships in the United Counties of Lanark and Renfrew.” In conclusion, I beg to state, that among the most sanguine supporters of the Free School in this place, are a few of those whose property is the most valuable, and consequently will contribute largely to its support; the most zealous of these pays one-sixth of the school tax levied in the section; verily the rising generation may “call him blessed.”

COMPARATIVE EXPENSE OF, AND ATTENDANCE AT, CANADIAN AND AMERICAN SCHOOLS.

From the *Hastings Chronicle* of the 30th December, we learn that much interest was exhibited by the public at the recent school examinations at Belleville—a report of which we give in another page of the *Journal*. Various addresses were delivered by the Mayor, the Warden of the County, Dr. Hope and the Rev. Mr. Gregg. From Dr. Hope's address we select the following valuable and interesting statistics, remarking that the result is highly creditable to Belleville.—

“Dr. Hope said that he had so often on former occasions expressed his satisfaction at the manner in which not only this but all our public Schools have been conducted during the year now ending, that should he say anything on this head, it must necessarily be a repetition of what they had already heard; he would therefore confine the few remarks he might make to a comparison of our schools with those of a similar class in towns and cities in the U. States, where they had been in successful operation for a number of years. He said it would be remembered that at one time fears were entertained that should public schools be established in this country, they would not be patronised by the mass of the community as they were in the U. States. By the kindness of an American gentleman who recently visited our Schools, he was enabled to compare the attendance and expense of the public schools in 16 towns and cities in the United States, and it would be observed that they were those most celebrated for their successful efforts in the promotion of education. He then gave the following statement:—

Names.	Number of Children of School Age.	Registered attendance.	Ratio of expense of education on registered attendance—without expense of School property.	With interest on School property . d. ded.
Boston, Mass.	24,275	21,678	\$11.07c	
New York,.....	114,571	108,906	2.52	
Brooklyn,.....	24,432	8,081	6.41	
Buffalo,.....	11,997	10,418	3.66	
Syracuse,.....	4,379	3,200	4.40	
Hartford, Conn.,..	3,000	2,000	9.50	
Columbus, Ohio,..	3,009	1,650	5.45	
Hudson,.....	1,450	961	3.74	
Providence, R. I.,	8,074	6,704	6.57	
Baltimore, S. C.,.	33,000	7,090	10.07	
Salem, Mass.,....	3,926	2,960	8.146	
Bangor, Me.,.....	4,896	3,322	3.82	
Lancaster, Penn.,	2,288	1,837	5.57	
Philadelphia,....	33,000	7,093	10.50	
Lynn, Mass.,.....	2,794	unknown	4.31	
Rochester, N.Y.,.	9,567	6,000	3.10	6.26
Belleville, C.W.,.	1,200	1,350	1.78	2.06

Not known whether interest on School property is estimated or not.

“ Although the above statement showed that in regard to attendance and expense, Belleville was in advance of any of the towns and cities mentioned, the idea was not intended to be conveyed that we were in advance of them in education,—far from it. The truth is, the length of time they have had the system in operation has created a desire for higher attainments than the common school offers. He said that although the average price paid for scholars taught in the public schools in the United States was very high, compared with that of Belleville, yet it was much lower than that charged at their private schools.

The average price paid per scholar in 27 private schools in the State of New York was..... \$15,20
 And the average price paid per scholar at the public schools in 25 of the principal towns and cities in the Union was..... 9,04

Showing a difference in favour of public schools of..... \$6,16
 These facts he considered would be highly gratifying to those who took an interest in the cause of education. He said that as the facts given in the above table might appear to conflict with a statement which he made at the last examination in regard to the cost of each pupil under the Free system,—that statement only gave the number of children attending our Free Schools, and the expense of their education for the Quarter, and did not include the Roman Catholic school. This statement includes all the children on the school registers for the year just ending; and if these facts were taken into consideration, the two statements would be found correct.

“ At the conclusion of the Warden’s remarks he announced that the parents and others, as a mark of respect to Mr. Newbery as a teacher, had authorised him to say that he would be presented with £25, as a supplement to his present salary; this announcement was received with cheers by the boys.”

ANNUAL SCHOOL REPORTS FOR 1852.

It is earnestly requested of Local Superintendents that they will transmit their School Reports for last year, to the Education Office, with as little delay as possible—before the 1st of March, if practicable,—in order that the Statistics of the Chief Superintendent’s Annual Report may be completed, and the Report laid before Parliament, before the prorogation of the adjourned session, which may take place some time in April next. If the several Corporations of Trustees do not report at the date required by law, the 4th proviso in the 2nd section of the Supplementary School Act, 16 Victoria, chapter 23, authorizes the Local Superintendent to fine the individual members of that Corporation *one pound five shillings per week*, for such neglect,—so that the delays heretofore experienced by the Trustees neglecting to report, are effectually provided against. Such reports, however, are only to furnish data to the Local Superintendent to prepare his own, in accordance with the General Instructions,—he being, as a general rule, more competent to understand the object and manner of systematizing the reports, than the Trustees.

A Local Superintendent enquires:—“ Whether does the ‘ Total amount paid Teacher for 1852,’ mean the amount the Teacher earned during the year 1852, or the sum *actually paid* him by the Trustees, up to the end of that year?” We answer:—The amount the Teacher earned, or the value of his services for the year,—so that the Financial Report may exhibit a statement of the actual amount of money which would complete the payment of Teachers’ salaries, up to the 31st of December.

With reference to the columns for *Balances* in the Trustees’ reports, we would state, that the *first* column was designed to show the amount of money, which, together with the sums *already paid* the Teacher, would make up his salary for services rendered during the year—whether such amount was levied or not; and the *second*

column to show the amount of balances which the Trustees might have in hand, or available, *after paying* the Teacher in full. In the Superintendent’s Report, however, the latter—the “ *Balance not required for Teacher’s salary*”—only, should appear.

Local Superintendents will be particular to *fill and add up each column*, and make the averages of *Annual Salaries and Time Open*, otherwise it will be necessary to return the reports with a reference to the number of the Instruction on the blank report neglected to be observed.

Wherever any omissions or inaccuracies occur in the Trustees’ reports, the local Superintendent will be able, from his own local knowledge and experience, and the notes taken during his visitations, to *correct* them, or *approximate* the truth—with a note to that effect,—so that the school statistics of the last year may be more full and complete than any heretofore collected.

The Boards of School Trustees in the several Municipalities below named, have not, at this date (10th February) transmitted their Annual Report for 1852, due at the Education Office on the 15th of January last:—

CITIES.	TOWNS.	VILLAGES.
Toronto, Kingston.	Peterborough, Picton, Prescott.	Chippewa, Richmond, St. Thomas, Thorold.
TOWNS.	TOWN MUNICIPALITIES.	—
Belleville. Bytown. Cornwall, Dundas, Goderich,	Amherstburgh, Perth, Woodstock.	

TO CERTAIN LOCAL SUPERINTENDENTS.

No reply has yet been received at the Education Office from the local Superintendents of the following municipalities, to the Circular of the Chief Superintendent of Schools, published in the *Journal of Education* for November 1852—*three months since*. Such continued neglect on the part of these Superintendents, necessarily prevents Trustees from enjoying the advantages conferred upon them by the circulation of the *Journal*, free of charge, to the section. We regret to have a second time to publish the following list, viz:—

Finch. Matilda. Williamsburgh. Lochiel. Caledonia. Hawkesbury, East. Plantagenet, North. Plantagenet South. Torbolton. Elizabethtown. Leeds & Lansdown, rear Edwardsburgh. South Gower. Oxford (co. Grenville.) Wolf Island. Richmond (co. Lennox)	Ernestown. Marmora. Rawdon. Hallowell. Hillier. Alnwick. South Mo nagan. North Monaghan. Ennismore. Ancaster. Barton. Glandford. Flamboro’ West. Wainfleet. Charlotteville. Walsingham.	Nissouri, East. Oxford, West. Waterloo. Wellesley (English) Adelaide. Malahide. Southwold. Westminster. Chatham. Dover, East. Dover, West. Harwich. Tilbury, East. Colchester. Gosfield. Maidstone.
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ADVANTAGES OF THE JOURNAL OF EDUCATION TO SCHOOL OFFICERS.

The Local Superintendent of Schools in the Township of Murray states:—“ I am much pleased with the arrangement made to supply every School Section with a *Register* and a copy of the *Journal of Education*. They were much needed, as it was *almost impossible* for the Trustees in some sections to make anything like a correct report, for want of proper facilities for registering the

attendance of pupils; and I think that by means of the circulation of the *Journal*, the labours of the Local Superintendents will be greatly diminished, as it will give that information on School matters and on the School Act, which could otherwise only be obtained from the Superintendent."

The Local Superintendent of Clinton says:—"I thank you in behalf of the whole interests of Education in this Township, for your unceasing enterprise and talented and efficient labours in this noble cause, and for the excellent plan of furnishing the Report, (*which I esteem invaluable*) and the *Journal of Education* to each section. May the blessing of God be upon you, and prosperity attend you."

Miscellaneous.

TO A CHILD IN PRAYER.

Fold thy little hands in prayer,
Bow down at thy mother's knee;
Now thy sunny face is fair,
Shining through thy golden hair,
Thine eyes are passion—free;
And pleasant thoughts, like garlands, bind thee
Unto thy home, yet grief may find thee—
Then pray, child pray!

Now thy young heart, like a bird,
Singeth in its Summer nest;
No evil thought, no unkind word,
No chilling Autumn wind hath stirred,
The beauty of thy rest.
But winter cometh, and decay,
Shall waste thy verdant home away—
Then pray, child, pray!

Thy bosom is a house of glee,
And Gladness harpeth at the door;
While ever with a joyful shout,
Hope, the May-Queen, danceth out,
Her lips with music running o'er!
But Time those strings of joy will sever,
And Hope will not dance on for ever—
Then pray, child pray!

Now thy mother's voice abideth,
Round thy pillow in the night;
And loving feet creep to thy bed,
And o'er thy quiet face is shed,
The taper's sudden light:
But that sweet voice will fade away;
By thee no more those feet will stay—
Then pray, child, pray!

Conversations at Cambridge.

WHAT WILL RUIN CHILDREN.

To have the parents exercise partiality. This practice is lamentably prevalent. The first born or last, the only son or daughter, the beauty or wit of the household, is too commonly set apart—Joseph-like.

To be frequently put out of temper. A child ought to be spared, as far as possible, all just causes of irritation; and never to be punished for doing wrong, by taunts, cuffs, or ridicule.

To be suffered to go uncorrected to-day in the very thing for which chastisement was inflicted yesterday. With as much reason might a watch which should be wound back half the time, be expected to run well, as a child, thus trained, to become possessed of an estimable character.

To be corrected for accidental faults with as much severity as though they were done intentionally.

The child who does ill when he meant to do well, merits pity not upbraiding. The disappointment of its young projector, attendant on the disastrous failure of any little enterprise, is of itself sufficient punishment, even where the result was brought about by carelessness. To add more is as cruel as it is hurtful.

Parents who give a child to understand that he is a burden to them need not be surprised, should they one day be given to understand that they are burdensome to him.

THE YOUNG MAN'S LEISURE.

Young men! after the duties of the day are over, how do you spend your evenings? When business is dull, and leaves at your disposal many unoccupied hours, what disposition do you make of them? I have known, and now know, many young men, who, if they devoted to any scientific, or literary, or professional pursuits, the time they spend in games of chance, and lounging in bed, and in idle company, might rise to any eminence. You have all read of the sexton's son, who became a fine astronomer by spending a short time every evening in gazing at the stars, after ringing the bell for nine o'clock. Sir Wm. Phips, who, at the age of forty-five, had attained the order of knighthood, and the office of high sheriff of New England, and governor of Massachusetts, learned to read and write after his eighteenth year of a ship-carpenter in Boston. William Gifford, the great editor of the *Quarterly*, was an apprentice to a shoemaker, and spent his leisure hours in study. And because he had neither pen nor paper, slate nor pencil, wrought out his problems on smooth leather with a blunt awl. David Rittenhouse, the American astronomer, when a ploughboy, was observed to have covered his plough and fences with figures and calculations. James Ferguson, the great Scotch astronomer, learned to read by himself, and mastered the elements of astronomy, while a shepherd's boy, in the fields by night. And perhaps it is not too much to say, that if the hours wasted in idle company, in vain conversation, at the tavern, were only spent in the pursuit of useful knowledge, the dulllest apprentice in any of our shops might become an intelligent member of society, and a fit person for most of our civil offices.—By such a course the rough covering of many a youth is laid aside, and their ideas, instead of being confined to local subjects and professional technicalities, might range throughout the wide fields of creation; and other stars from the young men of this city might be added to the list of worthies that is gilding our country with bright and mellow light—*Rev. Dr. Murray.*

GREAT PUBLIC VIRTUE OF THE DUKE OF WELLINGTON.

Extract from the Speech of Lord Brougham in the House of Lords:—"His was not the merit of genius merely, but that which I place first and foremost in his great character, and that which is worthy of being held up for the imitation, as well as for the admiration of mankind—I mean his great public virtue—his constant self-denial, the abnegation of all selfish feelings, and his never once during his whole illustrious career suffering any bias of passion, or of personal feeling, or of party feeling, for one instant to interfere with that strict, and rigorous, and constant discharge of his duty, in whatever station he might be called upon to perform it. From whence I have a right to say that his public virtue is even more to be revered than his genius and fortune to be admired. My Lords, we are now grieving over his irreparable loss. May Heaven, in its great mercy, forbid that we should ever see the times when we should yet more sensibly feel it!"

LOVE OF THE BEAUTIFUL.

Women have a much nicer sense of the beautiful than men. They are by far the safer umpires in matters of propriety and grace. A mere school-girl will be thinking and writing about the beauty of birds and flowers, while her brother is robbing the nests and destroying the flowers. Herein is a great natural law, that the sexes have their relative excellencies and deficiencies, in the harmonious union of which lies all the wealth of domestic happiness. There is no better test of moral excellence, ordinarily, than the keenness of one's senses, and the depth of one's love of all that is beautiful.

HOW TO MAKE CHILDREN READ SLOWLY.

The following plan for checking the speed of those pupils who have acquired the habit of reading by the page against time, has the recommendation of having been successful:—

Ask the pupil to look at as many words as, from their connection, he thinks it desirable to speak without a pause; then ask him to look from the book to you and speak them. After this, let him look on the page for the next phrase, or proposition, or so much as should be spoken without any pause, and again look up to you and speak it. Continue this through the paragraph; and then let the pupil read the same from the book, taking care to make the same pauses as before. The habit will be broken up before many days have passed.

Most persons have observed that, in animated speech, the speaker enunciates at once and with considerable rapidity, so much as the mind well receives at once; after which follows a pause more or less protracted, according to the importance of what has been uttered. The method we have spoken of above, no doubt originated from observing this fact.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

At a recent meeting of the convocation of the University of Toronto, the Hon. Christopher R. Widmer, M. D., was chosen Chancellor. At a former meeting, Professor Croft, D. C. L., was re-elected Vice-Chancellor, and Adam Crooks, Esquire, B. C. L., elected Pro Vice Chancellor, for the ensuing year. —In a recent address on the "Prosperity of Canada," by J. McDougall Esq. of Montreal, we find the following reference to the promotion of Education in Upper Canada:—"2nd. Common schools are flourishing. All property that is merely material rests upon a miserably insecure foundation, unless there be intellect to mould and perpetuate it. It passes away as rapidly as the dinner of roast beef and plum pudding with which a crowd of ignorant and idle paupers are fed once in a long while; but the prosperity which rests on intellect, ingenuity, enterprise and industry, is secure against all changes; for it causes at once to adapt themselves to any altered circumstances. And such elements of prosperity are not to be secured without general education, such as is now being rapidly introduced into Canada, Dr. Ryerson's labors are building up an imperishable prosperity for Canada."—An excellent Address on Education, delivered by Lewis Chipman, Esq., local superintendent of Burgess, &c., appears in two numbers of the Brockville Recorder. We make some extracts in another page.—The Rev. J. G. Macgregor has been appointed master of the Elora Grammar School; and Mr. J. McLean Bell, who recently had it in charge, has obtained the situation of master to a Grammar School at Trenton, on the Bay of Quinté.

SCHOOL EXAMINATIONS.

The Huron *Signal* thus refers to the recent examination of the Public School, at Goderich, kept by Miss Morrison, formerly of the Normal School. We had the pleasure of being present, and a more gratifying exhibition of the kind it has never been our lot to witness. The examination was confined to Geography—the Geography of Canada East and West—and although the Maps were only furnished a short time ago, and lessons limited to twice a week, the dexterity with which, even some of the youngest pupils pointed out on the map the different Cities, Towns and Incorporated Villages, and the promptness with which they answered questions touching the Municipal organization and boundaries of the several Counties, was truly astonishing, and their manner of doing so convinced us, that this knowledge had not been forced upon them as an irksome task, but by a method which had captivated their young imaginations, and enlisted all their energies. The eager and delighted gaze with which they watched every motion of the Teacher, and listened for the next question, showed that the task was as delightful to the scholars as their instructor.—The Oshawa Freeman thus speaks of the examination of the school in that village, kept by Mr Chesnutt:—"It was pleasing to witness the interest manifested in the examination by some of the principle men of the Village—amongst whom were Mr. Burns, the Post Master, and Mr. Gibbs, the Reeve. These gentlemen, with several others, gave proof, by their presence every day that they are not indifferent to the education of the youth of our village. Parents and those interested should make it their business to attend such examinations. This course would not only stimulate the scholars to exert themselves to pass with credit—but the teachers would be compelled to adopt a proper system of training preparatory to such examinations. At an intermission, during the exercises, young Lockhart, on behalf of the school presented Mr. Chesnutt with a neatly bound and gilt Family Bible, as a token of their appreciation of his untiring efforts for their advancement in the several branches in which they were engaged."—The Port Hope *Watchman* states that the public examination of the Common Schools of this Town, took place on the 22nd, 23d. and 24th, ultimo. We were present at the examination of School No. 1, taught by Mr. Thomas Watson, and was well pleased with the manner in which it passed off. The pupils generally, acquitted themselves very satisfactorily, when examined in the ordinary branches. This is a large school, but a most miserable school-house. The number of names entered on the Register during the past year was 150, and the average attendance for the year, 61.—The *Western Planet* thus speaks of the recent school examination in Chatham, "the first thing calculated to strike the spectator was the evident competency of the teachers, who shewed in the manner in which they treated the various subjects of exercise, that were brought forward, that they are duly accomplished in what they profess to teach, while the accuracy of the answers generally which their questions elicited attested their diligence, and the efficiency of their

mode of teaching. The demeanour of the pupils indicated a proper state of discipline. And it was gratifying to observe how decidedly the teachers shewed that they were duly animated with the spirit of their profession. All appearances concurred to shew that this School is in a flourishing condition. As a proof of the good feeling mutually cherished by teachers and pupils, a tea party was given on Wednesday last, by the girls, to which the Trustees and a select number of guests were invited. The entertainment provided for the occasion was all that could be wished, and appearances warrant us to say that it was really an *entertainment* to all who were present. As we deem the state of education a subject of public interest, we may add that the School Section No. 9, of Harwich, under the management of Mr. John Coutts, was examined on the 30th ultimo, and that this School is also taught in a very efficient manner.—The *Hastings Chronicle* thus reports the result of the recent school examinations in Belleville:—"On the 20th inst. Mr. Carleton's school was examined, and from what we can learn the pupils gave great satisfaction, those present expressing themselves highly pleased. The average attendance of pupils is about 80. Mr. Steele's School was examined on the 21st, when the pupils, we are happy to say, displayed attainments highly creditable to their teacher. A good number were present. The contest for Dr. Hope's prize in Physiology was exceedingly interesting, and we regret being unable to give the name of the successful candidate. The average number of pupils in attendance is 100. On the 22nd, we had the pleasure for a short time of witnessing the examination of Mr. Lynch's school. The proficiency displayed by his pupils fully sustained his character as a first class Teacher. The contest here for Dr. Hope's prize was also kept up with a great deal of spirit, and was listened to by the visitors with much interest. Addresses were delivered by Rev. Messrs. Gregg and Reynolds, A. Burdon, and Asa Yeomans, Esq. Miss Catherine Horan gained Dr. Hope's prize, but Michael Sinnott, Timothy Donoghue and Horace Redner, gave such satisfactory answers on the subject of Physiology, that two or three gentlemen present contributed a sufficient sum, for the purchase of a prize for each. The number of scholars at this school is 100. On Thursday the 23rd inst., Mr. Newbery's school was examined, and we had much pleasure in witnessing the proficiency displayed by the pupils in the various branches of study; those who attended the previous examination must observe the great improvement made. The orderly manner in which the children conducted themselves was alike creditable to the teacher and pupils. Addresses were delivered by His Worship the Mayor, G. Benjamin and B. F. Davy Esqs., Dr. Hope, and Mr. Burdon; all of these gentlemen expressed themselves highly gratified with the proceedings. The number of pupils attending this School is 228; number registered during the year, 358; average attendance last quarter, 196, being three times the number of the first quarter.—Mr. Dempsey's school examination was creditable to both the teacher and scholars. The average attendance of children is 120."

SCHOOL CELEBRATION IN ST. THOMAS.—"A parent" thus writes to the London *Prototype*. "An interesting event occurred in our village, on Christmas eve. The scholars that have been attending school, under the charge of Mr. and Mrs. Crane, for the last three years, met at the Baptist chapel, which was decorated with wreaths of evergreens, and richly adorned with flowers, together with an arch, covering a large platform, all of which had been prepared for the occasion, to make a presentation of an address, accompanied with \$20 worth of valuable presents to Mr. and Mrs. Crane their fondly cherished teachers. The address was a rich treat, and occupied about twenty-five minutes in its delivery. It was responded to by the teacher, in a very appropriate and affecting reply, of forty minutes long. Fourteen essays were read by the young ladies, and twelve declamations given by the young gentlemen all of which came off with great approbation. A short address from J. McKay, Esq., was also made, accompanied with a couple of prizes to two of the pupils who made the greatest proficiency in their studies, together with having sustained the best conduct for the last six months. This was very interesting, and truly affecting, as the two successful candidates were, a fatherless girl of eight years of age, and a motherless boy of twelve. Several of the citizens participated in making many very interesting and appropriate remarks. At a late hour, after so rich an entertainment, the large concourse was dismissed by the Rev. D. W. Rowland pronouncing the benediction. Never was the love of pupils manifested in a more appropriate manner to their teachers, than on this occasion. Amongst the gifts of the esteem of the pupils I observed Webster's large, unabridged dictionary, and various other volumes of the choicest selections of reading matter, from the best of authors. Such tokens of respect and attachment between pupils and their teachers, speak volumes in favor of the services of the latter, and in praise to the pupils for their appreciation of the valuable and meritorious labors of their instructors."

NEW BRUNSWICK.

WESLEYAN ACADEMY, MOUNT ALISON, SACKVILLE.—From an account of the recent examination of this institution, furnished to the Halifax *Wesleyan* by the Rev. Principal, we learn that the number of students in attendance during the term has been considerably greater than the corresponding one of any previous year. The total number of names on the school lists is ninety-eight.—*Courier*.

BRITISH GUIANA.

From the following extract of a letter to a London paper, it will be seen that the American and Canadian systems of national education are extending to another of the colonies of England:

"An 'Education Bill,' prepared by a majority of the Commissioners of Education, has been laid before the Court of Policy, and read a first time. It is proposed that the entire scheme shall be put under a 'Board of Council,' and 'Local Boards and Trustees,' in the country districts of the colony, and that it shall be supported by assessment on all houses, a poll tax of 8s. 4d., on every male above the age of twenty-one, and by payments from the proprietary body of a like amount for every indentured labourer."

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Efforts are being made to secure a representation in parliament for the University of London.—The decision of the Pope respecting the Queen's Colleges in Ireland has, at length, been received. Ecclesiastics are prohibited from having any connection with the colleges, but the laity are not forbidden to attend them.—The Chair of Philosophy in the University of Paris, which M. Cousin made, it is not too much to say, one of the most renowned in Europe, has been suppressed by Emperor Bonaparte: and that of French eloquence, filled with great distinction by M. Villemain, has been given to M. Nisard. These two gentlemen, it will be remembered, resigned their chairs after the *coup d'état*.—Cheltenham bids fair to take the lead among English provincial towns in educational activity and effort. Besides the well known training school for teachers, where at present there are 160 students, and about 50 pupil apprentices, the town has a proprietary school, surpassed by few in the kingdom, where 600 boys of the upper classes are educated, and for the middle classes there is an excellent grammar school. Following the fashion of the day, which, in this instance, is turned to useful purposes, steps have been taken by the people of Cheltenham to establish a school of design and of ornamental art. At a large and influential meeting, in December, Lord Ward remarked that the chief object contemplated was a drawing school, which was the plain English of the words *école de dessin*, which had by blundering mistranslation been turned into a "school of design." In a cultivated state of society, he considered elementary instruction in drawing to be a desirable part of education, as well as reading and writing.—The number of students in the University of Oxford is 1,300, a less number than that attending the Dublin University. The revenues of the University are estimated at \$800,000 per annum. Connected with the University are 540 fellows, or graduates, who draw salaries or allowances from the university funds, to the amount of \$500,000 per annum.—The Gold Medal given annually by his Royal Highness Prince Albert, as Chancellor of the University of Cambridge, for the encouragement of English poetry, is to be given to the resident undergraduate who shall compose the best poem on Walmer Castle.

THE DUBLIN UNIVERSITY presents to the scholar no common attractions in its massive and venerable buildings, its tasteful chapel, its retired walks and classic shades, its noble library and its collection of portraits—including those of Swift, Berkeley and Burke—that adorn its public halls. The buildings and grounds occupy about eighty acres, well secluded, though in the heart of the city. The University has 1,600 students, of whom 100 are Roman Catholics. Each student pays an entrance fee of £16 (about \$80), and a yearly fee of \$75. Commons are furnished in the University Hall—not such meagre and scanty fare as the old dining-hall at Yale was wont to be disgraced with, but good substantial dinners prepared to order, or furnished by bill of fare at from one to ten shillings per head. No Englishman or Irishman would overlook a suitable provision for the stomach while he is exercising the brain; and in this our lank, pale, dyspeptic, headachy, nervous, consumptive American students have a useful lesson. Every college

needs a professorship of dietetics in the person of a good cook or cooks. Does this savor of the animal? If I had caught more of that savor fifteen years ago I should never have had occasion to think of it here in this dinner hall at Dublin, as a point in University education.—*Rev. Mr. Thompson's letters*.

NATIONAL EDUCATION IN IRELAND.—The 18th report of the Commissioners of National Education has just been presented to the Lord Lieutenant. It is, as usual, a very lengthy document, but the substance as showing the progress of this invaluable institution, will be found embodied in the subjoined extract:

"On the 31st December, 1850, we had 4,547 schools in operation, which were attended by 511,239 children. At the close of the year 1851, the number of schools in operation was 4,704, and of pupils on the rolls 520,401, shewing an increase in the schools in operation of 157, and an increase in the attendance for the year 1851, as compared with the year 1850, of 9,162 children. The total attendance in 1851 of 520,401 children, in the 1,704 schools in operation, gives an average on the rolls of 100½ to each school. Of the 252 schools taken into connexion during the year 1851, the number in each province was:—Ulster 82; Munster 81; Leinster 41; Connaught 48;—total 252. The 252 schools specified are under the management of 204 separate persons, many of them having more than one school under their care. The religious denominations to which they belong are as follows:—Church of England, clerical 11, lay 19; Presbyterians, clerical 16, lay 6; Dissenters, clerical 0, lay 2; Roman Catholics, clerical 130, lay 11. Total Protestants of all persuasions clerical and lay, 54; total Roman Catholics clerical and lay, 141. Total whose religious denominations have been ascertained, 195; not ascertained, 9—total number of applicants, 204. According to returns prepared at our request by the managers of the national schools, we have ascertained that of 5,822 male and female teachers, assistants, monitors, &c., in the service of our board on the 31st of March 1852, there were—members of the Established Church, 360; Presbyterians, 760; other Protestant Dissenters, 49—total Protestants of all denominations, 1,169; Roman Catholics, 4,653. The number of schools in operation on the 1st of November, 1852, was 4,795. Of these 4,434 were under 1,853 separate managers, and 175 under joint management. There were 141 connected with workhouses or gaols, and 45 of which the commissioners are the patrons, making in the whole 4,795 schools. Of 4,434 schools, 1,247 were under the superintendence of 710 managers of the Protestant, and 3,187 under the 1,143 managers of the Roman Catholic communion. The number of managers, members of the Established Church, was 296, clerical 67, lay 229, of schools, 554; Presbyterians, 398, clerical 247, lay 151, schools, 670; Protestant Dissenters, 16, clerical 4, lay 12, schools 23. Total Protestant managers of all persuasions 710, and of schools under them 1,247. Roman Catholics 1,143, clerical 957, lay 186, schools 3,187. Among the patrons of 175 schools under the joint management of persons of different religious persuasions, 56 were members of the Established Church, of whom 14 were clergymen and 42 laymen; thus making a total of 81 clergymen and 271 laymen, who were managers of national schools on the 1st of November of the present year."

The closing observations of the commissioners will be read at the present juncture with considerable interest:

"In concluding our report for 1851, we feel it incumbent upon us to recommend to your Excellency's careful perusal the tabular returns contained in it, which state the religious denominations of the managers of the national schools, of the pupils attending them, of the teachers under whose charge they are placed, and of the applicants who obtained grants to new schools in 1851, and other parties who applied for similar aid from 1st January 1852, to the 1st of last November. We regard the facts embodied in these tables as of the greatest importance, especially in the present position of the education question. We have made an analysis of the returns referred to, from which it appears that of the managers of the national schools considerably more than one-third are Protestant; of the schools considerably more than one-fourth are under Protestant management; of the children on the rolls, on the 31st March, 1852, nearly one-seventh part were Protestants; of the teachers trained in our central establishments one-fifth; and of the applicants for grants to new schools during 1851 one-fourth were Protestants. We beg to assure your Excellency, that we have no other object in bringing under your notice these statements than to prove that the benefits derived from the system of national education have not been confined almost entirely to the Roman Catholic population (as has been incorrectly stated in various publications) but that it has been found acceptable to a large

proportion of the Protestant community. Twenty years have elapsed since the introduction of the system of national education into Ireland. After a careful review of its progress, and of the difficulties which it has had to encounter, we are convinced that it has taken deep root in the affections of the people, and that no other plan for the instruction of the poor could have been devised, in the peculiar circumstances of this country, which would have conferred such inestimable blessings on the great majority of the population. Every passing year strengthens our conviction that the intellectual and moral elevation of the humbler classes in Ireland will be effectually promoted by a firm adherence to the fundamental principles of the system, and by liberal grants from Parliament towards its support. During the present year, 1852, we have had to lament the death of two of our most valued colleagues. The one was Archbishop Murray, who died on the 26th of February; the other was Dr. Townsend, Lord Bishop of Meath, whose death took place on the 16th of September, Archbishop Murray, so long the ornament of his church and country, was one of our original members; and our success has been greatly owing to his constant presence amongst us, and to the confidence reposed by the members of his church in his great sense, experience, and integrity. He was strongly convinced that our system was one of the greatest blessings ever conferred on the people of Ireland; and one of the last acts which preceded the close of his life was to assist, at the age of 83 years, a meeting of our board. Dr. Townsend, Lord Bishop of Meath, though but recently appointed a commissioner, had long been one of our ablest and most zealous supporters. He has been withdrawn from us in the prime of life, and at a time when his attachment to our cause would have been more than ever serviceable to it."

EDUCATION IN PRUSSIA.—The Kingdom of Prussia, including all its Provinces, is only as large as New York, Pennsylvania and New Jersey combined, though possessing a population of near 17,000,000. According to official reports in a German paper, there are at present in Prussia 24,201 common schools, with 30,865 teachers, and 2,453,062 scholars; 505 Burger schools—the pupils pay a small sum for tuition in these—with 2200 teachers, and 69,302 scholars; 385 girls' schools, with 1918 teachers, and 53,570 scholars; 117 gymnasia, with 1664 teachers, and 29,474 scholars. The 46 normal schools, or school teachers' seminaries, count 2411 pupils; in the seven universities, at the end of last year, were 4,306 students, and in the six theological seminaries 240.

UNITED STATES.

MONTHLY SUMMARY.

It was proposed to hold three public meetings in Albany, N. Y., to discuss the subject of a National University. The first meeting was to have been held on the 26th and 27th ult., and the others on the 23d and 24th days of February and March. The mornings to be devoted to discussions, and the evenings to public addresses. Several eminent educationists have signified their willingness to attend and unite in the discussion.—The Camden Co. (N. J.) Educational Convention lately held a meeting to recommend an appropriation of the revenue of the Public Works to the School Fund, and suggesting the establishment of an educational newspaper in the State.—The Free Academy of the city of New York has thirteen professors, nine tutors, and four hundred and ninety-seven pupils—one instructor to every twenty-three pupils.—In the schools of Switzerland, there are not less than fifty boys from the United States. In the schools of Paris, American boys and students of medicine are numerous; and in the "public schools" of England there are always a few.—The Superintendent of the Common Schools of Pennsylvania reports that the number of pupils at the schools in the State are 480,771. This does not include the city and county of Philadelphia.—The Comptroller of the State of New York reports that there are in that State 862,507 pupils attending public schools; 1,767 attending private schools; 105 coloured schools, with 4,416 scholars.

ITEMS REGARDING COLLEGES IN THE UNITED STATES.

The colleges named below have the following number of students:—Yale College, 603; Harvard College, 662; Dartmouth College 294; Brown University, 240; University of Vermont, 123; University of Virginia, 420; Wabaah (Ind.) College, 120; William's College, 202; total, 1734.

The catalogue of Columbia College for the year 1852-3, shows that the present number of students is 156, viz., Seniors 34, Juniors 41, Sophomores 32, and Freshmen 50. The college library contains 16,000 volumes.

In Harvard University, the Rev. Dr. James Walker has been chosen to fill

the vacancy occasioned by the resignation of President Sparks. By this change, the chair of Moral Philosophy, heretofore filled by Dr. Walker, is made vacant. The resignation of President Sparks takes effect at the close of the present academic term.—*N. Y. Observer.*

The Rev. Dr. Ferris, of the Reformed Dutch Church, has been elected Chancellor of the University of the city of New York.

We learn from the *Methodist Protestant*, that the Protestant Methodists have commenced a movement to build up a college in Alabama. About \$30,000 were promptly raised at the start. One noble-hearted Southern gentleman, Abner McGehee, Esq., near Montgomery, Alabama, contributed \$10,000 in the form of an endowment.

The necessary amount of funds has been subscribed for the construction of a Female College, at Eufaula, Alabama. . . . The farmers of the State of Delaware, have subscribed \$50,000 for a College at Newark, on condition that a Professorship of Agriculture be at once established. . . . Rev. E. P. Barrows, late Professor in the Theological Department of the Western Reserve College, also Editor of the Ohio Observer, has been appointed Professor in the Andover Theological Seminary.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

From the *Canadian Journal* for January, we learn that the Council of the Canadian Institute has established two prize Medals, as follows:—"1. A Medal, value £10, for the best comprehensive Essay on the Public Works of Canada, their relations to a general system of American Public Works, their engineering peculiarities, cost and other statistics, to be accompanied by illustrations. "2. A Medal, value £10, for the best Essay on the physical formation, climate, soil and natural productions of Canada." The Toronto Athenæum is to be amalgamated with the Canadian Institute.—Mr. Cornwall Lewis has succeeded the late Mr. Empson as Editor of the *Edinburgh Review*. The salary is 1,500 per annum. Mr. Cornwall Lewis was a member of the late Parliament.—Thackeray, in his last lecture, paid a deserved compliment to the English language. "It is the only language," he said, "that Freedom is permitted to speak." A beautiful thought, and as true as beautiful.—Itinerating village libraries are being established at Yorkville, England.—We learn, says the Boston Advertiser, that Benjamin Pierce, L. D. Professor of Astronomy and Mathematics in Harvard College, has been chosen a Fellow of The Royal Society of London. We understand that Dr. Franklin and Dr. Bowditch, are the only citizens of the United States who have before received the distinction of membership of this ancient Society.—A Monsieur Rollin lately exhibited before the French Academy a silkworm's cocoon of a rose color: remarkable because the color was produced by feeding the worms on mulberry leaves sprinkled with chico (*Bignonia chica*.) A cocoon had been exhibited on a former occasion of a blue tint, produced by sprinkling indigo upon the mulberry leaves. The tint in the present case was, however much stronger than that of the blue cocoon.—Several of the Noblemen of England have lately devoted themselves to the duties of Popular lecturers. The Earl of Carlisle, the Duke of Newcastle, Belfast, Lord John Russell, Lord John Manvers and others have recently appeared in the same capacity. The Earl of Carlisle lectures on the Poets of Pope, and of Gray, as well as the Earl of Belfast's lectures on the English Poets and poetry of the 19th century, have been published.—The appearance of Lord John Russell at the Leeds Mechanics' Institute was an event worthy of more notice than the ordinary visits of the titled and official patrons of these institutions. Of our younger nobility there are many who, not only by their influence, but by their personal efforts in lecturing and otherwise, have nobly co-operated of late in popular education. But it is interesting to be reminded in the proceedings at the Leeds meeting, of the first establishment of these Mechanics' Institutions, in which Lord John Russell in early life took active part along with Dr. Birkbeck. In his speech Lord John reviewed the social history of the past forty years, so far as to show the vast improvements in the condition of the manufacturing districts, and the general education of the working classes.—The library of the famous physiologist and metaphysical philosopher, Oken, is to be sold by auction in Zurich, on the 17th May, 1853. The following is an outline of the system of arrangement adopted by the philosopher in his catalogue:— I. Historia Naturalis. II. Organismi. III. Zoologia. A. Zoologia universalis. B. Zoologia specialis. A. Animalia vertebrata. B. Animalia inver-

tebrata. IV. Animalia petrificata. V. Psychologia animalium. Zoologia applicata. VI. Periodica Historiæ Naturalis. VII. Anatomia. VIII. Physiologia. IX. Zootomia et Physiologia animalium. X. Medicina. XI. Encyclopædia Scientiæ Naturalis. XII. Philosophia Naturalis. XIII. Mathesis pura et applicata. XIV. Astronomia et Geodæsia. XV. Physica. XVI. Chemia. XVII. Mineralogia. XVIII. Geologia. XIX. Botanica. XX. Technologia. Cæmmercium. XXI. Geographia. XXII. Historia. XXIII. Mythologia. XXIV. Educatio. Gymnasia. Universitates. XXV. Philologia. XXVI. Philosophia. XXVII. Politica. XXVIII. Theologia. The total number of works is 5884. This may give some idea of the extent of reading and range of thought of the German professor, for the scope of his lectures and published works sufficiently evinced that he had collected his library for use, and had well used it.—The reports from Manchester, Liverpool, and other places where free public libraries have been recently instituted, are highly favorable and encouraging. The average number of books given out each day from the Free Library is above six hundred, besides periodicals and other minor publications.—An "Ulster Journal of Archæology" is announced, the first number to appear on the 1st of January. This undertaking appears to have been suggested by the recent exhibition of antiquarian objects at Belfast.—The French translation of Mr. Macaulay's "History of England" has been published within the last few days at Paris, and has been, as was expected, eagerly read.—The French aeronaut who made the ascension on the 2nd of December, for the purpose of scattering over the country notices of the proclamation of the Empire, has published an account of his experience. At a height of five hundred yards he heard distinctly the report of the cannon fired from various points of Paris. Each detonation caused the silk of the balloon to undulate slightly. At eight hundred yards he ceased to hear the cannon, although they were fired continuously, at intervals of twenty seconds; at seventeen hundred yards he heard them again very distinctly. This is another proof of the existence of contrary currents in the atmosphere. At the height of a mile and a quarter he left the clouds below him. Sometime later, a cloud three thousand feet off, reproduced the figure of the balloon, as one of the assistants rose to raise the valve, the shadow in the distance did the same.

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