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# JOURNAL OF EDUCATION

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## MEMORIES OF GREAT MEN.

What a wonderful and beautiful thing is the gift of genius! How it enshrines its possessors in the minds and memories of men! How it creates a home for itself in hearts which have long felt, but could not express, its breathing thoughts and burning words! How its interests and sympathies go on circling and widening, like the ripples around the stone cast into the water, till they become as 'household words' or 'old familiar faces,' in all tongues and in all lands! How it grows—never older, but ever younger; the mighty men of yore speaking more powerfully to the generation of to-day, than to the past of yesterday!

Beauty has power, and it, also, is a gift from Heaven; but it passeth away, and its place is known no more; for who treasures the defaced and vacant casket, or the flower of the morning, when it lies on the cold ground? The easel of the painter and the chisel of the sculptor, may preserve the lineaments of loveliness, but only as a sight to the eyes, no longer as a voice to the heart.

Riches, too, have power, but they have also wings, and oftentimes they flee away. And even when they remain till the rich man is obliged to flee from them, they leave no memories, they create no sympathies.

Rank is mighty over the minds of men, and proudly does it rear its ermined form and jewelled brow; but the time soon comes when no voice sounds. No power emanates from the crimson pall and escutcheoned tomb. How different is genius from all these!

True, it has its waywardness, its follies, its eccentricities; but these are lost in, or perhaps only enhanced by, the charm of its

truth, its earnestness, its humility. Yes, genius is true; it is a reality; it has truth to inculcate, and work to do, were it only to bring down a sense of beauty or a power of vision to closed hearts and filmy eyes. Genius is earnest; it flutters not like the white-winged wanderers of the summer, idly and uselessly, from flower to flower; but, like the bee, it perceives, and earnestly extracts, use with the beauty, food with the perfume. Genius is humble: striving after something far higher than itself, which it never reaches, gazing into brightness and into beauty which it cannot emulate, it forever sees its own littleness, its own darkness, its own deformity, and shrinks from occupying the pedestal assigned to it by its day and generation. Of course, these qualities form the golden setting of the real gem, fresh from the depths of the ocean or the recesses of the mine, for never do they surround the mock jewel, created out of the dust and tinsel of the world.

It is not, however to the fulfilled thoughts, and words, and works of great men—it is not to their name and their fame throughout the land—it is not to the incense showered upon them in the halls of the crowned and the circles of the beautiful—that our hearts turn with the deepest understanding and sympathy. No, it is to their homes and their hearths, to their joys and their sorrows. Yonder are the walls which have looked down upon the midnight vigil and noonday languor. Yonder is the window whence the eye, gazing up to the heavens, has caught something of their inspiration. Lo, here the board which has echoed to the sweet sounds of household jest and homely tenderness. Lo, there the sleepless couch, where the sufferings of life, if not more bravely borne, have been more deeply felt, than by other men!

It has been our lot to catch occasional glimpses of the homes of great men, and, perhaps, our readers may not weary for a little of the oft-told tale, while we recall these memories of 'a long time ago.'

One May morning, we found ourselves at the door of a small dwelling, cheerless and commonplace looking, like most houses in the streets of gloomy London. We passed within, and there was a change: the fresh green of the stately Park trees, and the flowers and shrubs of the little garden which had once harbored pet nightingales, looked brightly and kindly upon us, while the early summer's sun came smiling through the windows, lighting up and glorifying the choice and beautiful pictures, and what was better than pictures, the genius-lit features of an octogenarian poet. A social and hospitable board is spread, and surrounded by some of kindred spirit. Men of science, men of genius, men of practice are there, gathered from the northern Tweed banks, and from the lands beyond the Atlantic. Gravely and gaily does the converse hold on its way, now hither, now thither, like the bird amongst the forest branches; one moment in the recesses of the heart's sympathies, the next sporting on the parterre of wit and anecdotes, and again soaring into the region of intellect. But, ever and anon, there was

that in the old man's words and bearing, which woke up yet deeper and more sanctified feeling. The touching emphasis with which he would repeat, as a sample of musical diction and excellent pathos, such lines as these—

"The path of sorrow, and that path alone,  
Leads to the world where sorrow is unknown ;"

or the text of Scripture, reverently spoken ; or the words of thanksgiving to "my Saviour for having so loved little children ;" uttered with hands folded and eyes solemnly raised to heaven, could not but fill the heart with the precious hope that the poet had sought and found a more blessed reality than all his gorgeous visions. Very long hath been thy path of life, O thou venerable man ! and thy songs of sunny "Italy" are now the songs of the olden time ; solitary is thy heart, which has never been surrounded by the sweet youthful sunshine which thou lovest so well ; yet art thou not to be pitied, for all hearts love thee, in thine old age and solitude. Thy "Pleasures of Memory" are ever pleasant, oh, Samuel Rogers !

One very rainy day, when even bright, clean Paris looked dirty and miserable, we found ourselves at the entrance of a stately edifice. Up stairs we went, we and our companion, and were speedily ushered into the presence of one, who, it was easy to discover, had in some way or other "left footprints on the sands of time." We sat down within a lofty library, surrounded by authors of every age and country, and by prints of contemporary savans ; pamphlets were heaped on every chair, and the whole chamber was in a sort of orderly disorder. As we sat there, the rain dashing against the windows, our ears assailed by a mingled torrent of French and English, which was as an unknown tongue to our unsophisticated intellects, our hearts softened by letters from beloved ones, in "a far country" which had just been put into our hands ; it was natural that our thoughts should fix themselves tenderly and earnestly upon the lonely man before us. The tall bent frame, the deeply furrowed cheeks, the nearly sightless eyeballs, the matted, grizzled locks, the touching expression of intense melancholy and disappointment, told of a strangely memoried and chequered existence. And it was so. Those eyes had wept the bitterest tears of bereavement, and gazed unmoved upon pointed cannon ; that hand had directed the heavenward telescope, and signed senatorial mandates ; that voice had instructed from the chair, and rebelled upon the tribune ! It was Arago—the widower, the biographer, the philosopher, the statesman, the republican ! and as we rambled through the spacious halls of the Observatoire, built by Louis Quatorze, and gazed from its summit upon the noble view of that strange, incomprehensible, rebellious, crime-stricken Paris, lying so peacefully stretched out before us, we felt it was just the sort of home we could have imagined for that lonely and majestic man ; and we longed earnestly that the eye-nerve which had been seathed by the shock and lightning of the cannon, levelled against them, might be restored by the great Light-giver, and that the heart, again and again bruised and broken, might be tenderly bound up by the Healer and the Comforter !

A few nights after, when rumours of approaching battle and bloodshed filled the ear and the mind, without exciting the terror with which in dear old Scotland we had imagined such a possibility, we drove along the pretty and gaily-lighted streets and boulevards of Paris. There was a strange contrast and fearful significance, however, in the mounted guards at each corner of the streets, telling of increased danger and increased vigilance ; and our thoughts and conversation were unavoidably led to the horrors of the past and the probabilities of the future, till, upon finding ourselves in the midst of a cheerful home, it was like awaking from a painful dream. Yes—it was that rare thing, a home in Paris—a home in France ! There stood the statesman, the guider of kings, the ruler over the interests of France, deposed from his high estate, it is true, and voiceless and nameless in the cabinets of Europe, but surrounded by loving and beloved, graceful and accomplished sons and daughters, and by attached and admiring friends and relatives. The rooms, though neither large nor lofty, were elegantly furnished, and contained a few good pictures, some of them presents from crowned heads, and a fine musical instrument, sweet sounds from which doubtless more frequently cheered the ex-minister's heart, than in the brilliant, but unmusical hurry of prosperity. The simple, polished, and urbane manners of the author of "Civilisation" and the almost Scotch frankness and kindness of his family—all of whom worship

in a Presbyterian temple—might have made us doubt whether we had really crossed the channel, had it not been for the rapid sounds on all sides of that language which is pre-eminently the language of conversation. Another circumstance also recalled us from the dream of home security, and sent us through the dark night to our hotel, with a relapse into gloomy forboding and melancholy remembrance. In one corner of the room hung a portrait of a venerable lady, the mother of our host, who had died but a short time before, at a very advanced age, and who, during a long life, had worn perpetual mourning in memory of her gallant husband, Guizot's father, who had perished upon a Parisian scaffold.

Then, on another day, we entered the house of that strange medley of poet and patriot, Lamartine. We had seen and watched him in his place in the National Assembly, and now we gazed very earnestly around his dwelling, and carried away many thoughts with us. With all his affectation, and sentimentality, and *Frenchness*, the heart clings to the little child learning and loving the Bible stories at his mother's knee, to the idolizing and motherless son of later years, to the sorely-stricken and bereaved father, to the author ever and anon striking some innermost chord of the soul and spirit, to the lonely eastern traveller, to the fearless orator, standing with folded arms amidst infuriated thousands. The beautiful rooms were adorned with masterly paintings, by the English wife of Lamartine—the mother of "Julia"—who spoke to us with simple and dignified affection of her absent husband, once the idol of the multitude, then in comparative neglect and obscurity. She showed us a magnificent picture and noble looking bust, both bearing a strong resemblance to the man of the present ; but how different, in their proud beauty, to the young weeper over the strains of Tasso, to the merry gatherer of the vineyard grapes, and the tender of the wild goats upon the mountain !—a dreamer it is true, but little dreaming of all the vicissitudes of feeling, of position, of action, which have since been his lot. Something better, we trust, than our national vanity, made us earnestly wish that Lamartine had been born among the heathered hills of Scotland, with an earnest Scottish soul within him.

Genius, without religion, is but as the bird shorn of its wings, as the arrow chained to the earth, as the crown stripped of its gems and gold. Genius, to be all-powerful, all-beautiful, must be clothed with the beauty of holiness, with the diadem of righteousness ; it must drink at the Fountain of Light, in whose light alone it can see light ; it must wonder and adore at the shrine not only of the God of nature, but of the God of salvation ; it must recount the august and heroic deeds of Him, who died for and loved the unlovely and the unloving, and it must work the works of Him who sent it. O ! what sight is so beautiful, and alas ! so rare, as genius and religion united—the rich gift given back in joy and gratitude—the ten talents traded with to the uttermost—the vivid perceptions of gladness and grief subdued and chastened, till they meekly wait for the time of fullest joy and no sorrow—and the mighty influence over heart and soul, friend and brother, stranger and alien, wielded for the winning of unsaved souls ?

It is indeed true that the homes of living genius are instinct with thrilling thought and expression, each sight and sound acquiring a strange power, from having been seen and heard by those so nobly dowered from heaven. Yet is there a home which excites a deeper interest still—a home with narrow walls, within which there is no blazing hearth-fire, no social jest, no cradle song—the long home of the dead ! In one sense, genius can never die ; its words are like the fabled sentences in the frozen regions, which though inaudible at the moment of utterance, resound wondrously through the air in the time of thaw. Its works are like the stately lions and winged bulls of buried Nineveh, which gaze as majestically upon other ages and other countries, as when first hewn from the rocks of a thousand years ago ; its names are not born to die, but, like the floods and the hills, will last while the world lasteth. But the body can die. The eyes that so pierce into our souls with their living light will be quenched ; the lips which speak such thrilling words will be for ever silent ; the brow of loftiest look and deepest expression will be unclothed and ghastly. And the soul can die. Ah, upon none will the second death—the everlasting chains and darkness—come with more vivid and frightful power, than upon those whose very being seemed to consist of light, and life, and liberty ! Who will mourn over the past so acutely as those who "lacked but one thing"—so near and yet so far ? Who will suffer so keenly where

there is no enjoyment, as those who suffered and enjoyed upon earth like none others? Who will know so fearfully, and learn so rapidly, as those who had followed hard after all knowledge but that of God? Alas, alas, for unsanctified genius!—Hogg's Instructor.

**Youths' Department.**

**"WHY DO THE FLOWERS BLOOM, MOTHER?"**

BY J. E. CARPENTER.

"Why do the flow'rets bloom, mother,  
Why do the sweet flowers bloom;  
And brightest those we rear'd, mother,  
Around my brother's tomb?"  
To fill the world with gladness,  
My child, were flow'rets given,—  
To crown the earth with beauty,  
And show the road to Heaven!"

"Then why do the flow'rets fade, mother,  
Why do the sweet flowers fade,  
When winter's dreary cloud, mother,  
Earth's brighter scenes pervade?  
My child, those flow'rs that wither,  
Have seeds that still remain,  
That the sunshine and the summer  
Restore to life again!"

"And shall not those that die, mother,  
Come back to life once more,  
E'en as the rain and sun, mother,  
Those beauteous flow'rs restore?"  
Yes,—yes, my child, such powers  
To human flow'rs are given,  
Here earth's frail flow'rs may blossom,  
But we may rise—in Heaven!"

**ILLUSTRATIONS OF ASTRONOMY.**

No. 4.

**PHYSICAL CONSTITUTION AND APPEARANCE OF THE SUN AND PLANETS.**

To measure the celestial bodies is almost as great and difficult a task as to measure their distances from each other. The ingenuity and skill, with which man has been endowed by his Creator, have, however, enabled him to accomplish the one with as much accuracy and precision as he has approximated to the other.

*Physical Constitution of the Sun.*—Concerning the physical nature of the sun, very little is known. As before said, it appears, when seen through a telescope, like a globe of fire, in a state of violent commotion or ebullition. La Place believed it to be in a state of actual combustion, the spots being immense caverns or craters, caused by eruptions or explosions of elastic fluids in the interior.

The most probable opinion is, that the body of the sun is opaque, like one of the planets; that it is surrounded by an atmosphere of considerable depth; and that the light is sent off from a luminous stratum of clouds, floating above or outside the atmosphere. This theory accords best with his density, and with the phenomena of the solar spots.

Of the *temperature* of the sun's surface, Dr. Herschel thinks that it must exceed that produced in furnaces, or even by chemical or galvanic processes. By the law relative to the diffusion of light, he shows that a body at the sun's surface must receive 300,000 times the light and heat of our globe; and adds that a far less quantity of solar light is sufficient, when collected in the focus of a burning-glass, to dissipate gold and platina into vapor.

The same writer observes that the most vivid flames disappear, and the most intensely ignited solids appear only as black spots on the disc of the sun, when held between him and the eye. From this circumstance he infers that however dark the body of the sun may appear, when seen through its spots, it may, nevertheless, be in a state of most intense ignition. It does not, however, follow of necessity that it *must* be so. The contrary is at least physically possible. A *perfectly reflective* canopy would effectually defend it from the radiation of the luminous regions above its atmosphere, and no heat would be conducted downward through a gaseous medium increasing rapidly in density.

The great mystery, however, is to conceive how so enormous a conflagration (if such it be) can be kept up from age to age. Every discovery in chemical science here leaves us completely at a loss, or rather seems to remove farther from us the prospect of explanation.

If conjecture might be hazarded, we should look rather to the known possibility of an indefinite generation of heat by friction, or to its excitement by the electric discharge, than to any actual combustion of preponderable fluid, whether solid or gaseous, for the origin of the solar radiation.\*

**MAP No. 4.**  
RELATIVE MAGNITUDE OF THE SUN AND PLANETS

FIG. 1

FIG. 2

JUNE      SEPT.      DEC.      MARCH

**THIS MAP ILLUSTRATES**

THE RELATIVE MAGNITUDE OF THE SUN AND PLANETS. P. 22  
 THE NUMBER, MAGNITUDE AND APPEARANCE OF THE SOLAR SPOTS. P. 132-142  
 THE SUBJECT OF THE SUN'S REVOLUTION UPON HIS AXIS. P. 142  
 THE CAUSE OF THE VARIOUS CHANGES AND DIRECTIONS OF THE SOLAR SPOTS. P. 142  
 THE SUBJECT OF THE SUN'S PHYSICAL CONSTITUTION P. 142

The relative magnitude of the Sun and Planets is represented in Map. 4, Fig. 1. The scale of the charts is the same as in No. 2—namely, 40,000 miles of diameter to an inch. As the sun is 886,000 miles in diameter, he is drawn 2½ inches across, to show his true magnitude as compared with the planets. These may be seen on the right side of the map, commencing with Mercury at the top, and passing downward to Herschel. Neptune is opposite to Herschel on the left.

The secondary planets will be seen around their primaries. The magnitudes of the primary planets as compared with the earth, are as follows, viz.:

Mercury, . . . . .	$\frac{1}{3}$	Ceres, . . . . .	$\frac{1}{15}$
Venus, . . . . .	$\frac{9}{10}$	Pallas, . . . . .	$\frac{1}{3}$
Earth, . . . . .	1	Jupiter, . . . . .	1,400
Mars, . . . . .	$\frac{1}{2}$	Saturn, . . . . .	1,000
Vesta, . . . . .	$\frac{1}{28800}$	Herschel, . . . . .	90
Astræa, unknown.		Neptune, . . . . .	90
Juno, . . . . .	$\frac{1}{18}$		

The sun is 1,400,000 times larger than the earth, and 500 times larger than all the other bodies of the Solar System put together. It would take one hundred and twelve such globes as our earth, if laid side by side, to reach across his vast diameter.

The moon's orbit is two hundred and forty thousand miles from the earth. Now, if the sun was placed where the earth is, he would fill all the orbit of the moon, and extend more than two hundred thousand miles beyond it on every side! What is a globe like ours compared with such a vast and ponderous body as the sun?

\* Herschel's Treatise on Astronomy.

*General Remarks respecting the Sun—its Magnitude, &c.*—Of all the celestial objects with which we are acquainted, none make so strong and universal an impression upon our globe as does the Sun. He is the great centre of the Solar System—a vast and fiery orb, kindled by the Almighty on the morn of creation, to cheer the dark abyss, and to pour his radiance upon surrounding worlds. Compared with him, all the solar bodies are of inconsiderable dimensions; and without him, they are wrapped in the pall of interminable night.

The sun is 886,000 miles in diameter. Were a tunnel opened through his centre, and a railway laid down, it would require, at the rate of thirty miles per hour, nearly three and a half years for a train of cars to pass through it. To traverse the whole circumference of the sun, at the same speed, would require nearly eleven years. His diameter is 112 times that of the earth, and his mass 1,400,000 times as great. He is 500 times larger than all the rest of the Solar System put together. The mean diameter of the moon's orbit is 480,000 miles; and yet, were the sun to take the place of the earth, he would fill the entire orbit of the moon, and extend more than 200,000 miles beyond it on every side.

The form of the sun is that of a spheroid; his equatorial being somewhat greater than his polar diameter. The map referred to exhibits the relative diameters of the sun and planets.

*Spots on the Sun—their Number.*—By the aid of telescopes, a variety of spots are often discovered upon the sun's disc. Their number is exceedingly variable at different times. From 1611 to 1629, a period of eighteen years, the sun was never found clear of spots, except for a few days in December, 1624. At other times twenty or thirty were frequently seen at once; and at one period in 1825, upwards of fifty were to be seen; over one hundred are sometimes visible. From 1650 to 1670, a period of 20 years, scarcely any spots were visible; and for eight years, from 1676 to 1684, no spots whatever were to be seen. For the last 46 years, a greater or less number of spots have been visible every year. For several days, during the latter part of September, 1846, we could count sixteen of these spots which were distinctly visible, and most of them well defined; but on the 7th of October following, only six small spots were visible, though the same telescope was used, and circumstances were equally favourable.

*Nature of the Solar Spots.*—The appearance of the solar spots is that of a dark nucleus surrounded by a border less deeply shaded, called a penumbra. They are both well represented on the map. When seen through a telescope, the sun presents the appearance of a vast globe, wrapped in an ocean of flame, with the spots, like incombustible islands, floating in the fiery abyss.

Concerning these wonderful spots a variety of opinions have prevailed, and many curious theories have been constructed. Lalande, as cited by Herschel, suggests that they are the tops of mountains on the sun's surface, laid bare by fluctuations in his luminous atmosphere; and that the penumbrae are the shoaling declivities of the mountains, where the luminous fluid is less deep. Another gentleman, of some astronomical knowledge, supposes that the tops of the solar mountains are exposed by tides in the sun's atmosphere, produced by planetary attraction.

To the theory of Lalande, Dr. Herschel objects that it is contradicted by the sharp termination of both the internal and external edges of the penumbrae; and advances as a more probable theory, that "they are the dark, or at least comparatively dark, solid body of the sun itself, laid bare to our view by those immense fluctuations in the luminous regions of the atmosphere, to which it appears to be subject." Prof. Olmsted supports this theory by demonstrating that the spots must be "nearly or quite in contact with the body of the sun."

In 1773, Prof. Wilson, of the University of Glasgow, ascertained by a series of observations that the spots were probably "vast excavations in the luminous matter of the sun;" the nuclei being their bottom, and the umbrae their shelving sides. This conclusion varies but little from that of Dr. Herschel, subsequently arrived at.\*

*Magnitude of the Solar Spots.*—The magnitude of the solar spots is as variable as their number. Upon this point the map will give a correct idea; as it is a pretty accurate representation of the

sun's disc, as seen by the writer on the 22nd of September, 1846. In 1799, Dr. Herschel observed a spot nearly 30,000 miles in breadth; and he further states, that others have been observed whose diameter was upwards of 45,000 miles. Dr. Diek observes that he has several times seen spots which were not less than  $\frac{1}{2}$  of the sun's diameter, or 22,192 miles across.

*Revolution of the Sun upon his Axis.*—The axis of the sun is inclined to the ecliptic  $7\frac{1}{2}^{\circ}$ , or more accurately  $7^{\circ} 20'$ . He revolves in the same direction in which the planets revolve around him, and the time occupied in making a complete sidereal revolution is 25 days 10 hours. But when a particular spot has arrived opposite any particular star from which it is started, in the direction of which the earth was 25 days and 10 hours before, the earth is found to have advanced some  $24^{\circ}$ , or 1,700,000 miles in her orbit; and the sun must actually turn a little more than once round, to appear to make a complete revolution to a beholder on the earth. His synodic revolution consequently requires 27 days,  $7\frac{1}{2}$  hours, or near 46 hours more time than his sidereal revolution.

*Direction, Motions and Phases of the Solar Spots.*—As the result of the sun's motion upon his axis, his spots always appear first on his eastern limb, and pass off or disappear on the west.

The figure of the sun affects not only the apparent velocity of the spots, but also their forms. When first seen on the east, they appear narrow and slender, as represented on the left of Fig. 1. As they advance westward, they continue to widen or enlarge till they reach the centre, where they appear largest, when they again begin to contract, and are constantly diminished till they disappear.

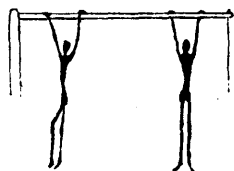
Another result of the revolution of the sun upon an axis inclined to the ecliptic, and the revolution of the earth around him, is, that when viewed from our moveable observatory, the earth, at different seasons of the year, the direction of the spots seems materially to vary. This fact is illustrated by fig. 2. In June we have, so to speak, a side view of the sun, his pole being inclined to the left. Of course, then as he revolves, his spots will appear to ascend in a straight line. In September we have passed around in our orbit, to a point opposite the south pole of the sun, and the spots seem to curve upward. In December we have another side view of the sun, but we are opposite the point from which we had our first view, and on the other side of the ecliptic. The result is, that the poles of the sun are now inclined to the right; and the spots, in passing over his disc, incline downward. The polar inclination of the sun, as given in the figure, is greater than it actually is in nature, the present design being merely to illustrate the principle upon which we account for the peculiar motion of the solar spots.

## PHYSICAL TRAINING IN SCHOOLS.

### GYMNASTIC EXERCISES.

CONTINUED.

No. III.

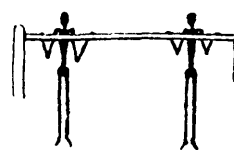


No. 2. Fig. 36. No. 1.

*Action 63.* In this action the gymnast walks on the hands along the pole; the hands being placed over the pole on the same side with the body (fig. 36. No. 1).

*Action 64.* This action is the same as the preceding; only that the hands are under, or grasping the pole on the opposite side of the body.

*Action 65.* In this the gymnast walks from one end of the pole to the other; the hands being placed over the pole on each side, face opposite the upright post: first forwards to one end, then backwards to the other (Fig. 36, No. 2).



No. 2. Fig. 37. No. 1.

*Action 66.* This action consists in rising up and looking over the pole, hands over, three times (fig. 37, No. 1).

*Action 67.* The same as the preceding, only with the hands under (fig. 37, No. 2).

*Action 68.* The hands are to be placed on each side of the pole, and then the shoulders are to be brought alternately up to the pole; each shoulder three times.

**Action 69.** This consists in jumping along the pole, the hands over on one side.

**Action 70.** The same as the preceding, only hands under.

**Action 71.** Hands on each side jumping along the pole. In these last three actions it is advisable to draw up the body a little before making the spring or jump forward.

**Action 72.** In this the person forms the letter L, by hanging by both hands on the pole, and then endeavouring to bring the legs into a horizontal position.

**Action 73.** In this action bring the instep up so as to touch the pole (fig. 38).



Fig. 38.

**Action 74.** The hands are fixed on each side of the pole, and the gymnast then throws each leg over alternately.



Fig. 39.

**Action 75.** At first the same as action 73; then keep the instep firm against the pole, and bring the body between the arms as in the illustration (fig. 39).



Fig. 40.

**Action 76.** The hands are fixed on each side of the pole, and the legs are to be brought up on the outside of each arm (fig. 40).



Fig. 41.

**Action 77.** In this action both hands being fixed on one side, the legs are brought between the arms (fig. 41).



Fig. 42 and 43.

**Action 78.** In this the gymnast swings, and jumps up as he swings back, and comes down on the pole again (figs. 42 and 43).

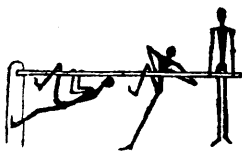


Fig. 44.

**Action 79.** This action consists in getting up on the pole. First throw the right leg over the pole, then, with a spring bring up the right elbow; lastly, by another spring, bring up both arms straight, so as to sit across the pole (fig. 44).



Fig. 45.

**Action 80.** Draw up the body as high as possible, and with a spring, elevate both elbows, at once if possible, or one at a time; then rise gradually; the whole of the body being on one side of the pole; change the position of the hands, and come gradually over the pole till the feet touch the ground (fig. 45).

**Action 81.** In this action the hands are fixed one on each side; then jump and change hands; first, with knees bent; second, with the knees straight.



Fig. 46.

**Action 82.** Rise up as high as possible, and throw the arms over the pole, holding firmly by them (fig. 46).



Fig. 47.

**Action 83.** Rise up as before, and try to keep up the body by the right arm only: and then with the left arm (fig. 47).

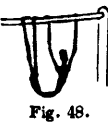


Fig. 48.

**Action 84.** In this action the hands being either over or under the pole, raise the legs up in front, and go quite over the pole (fig. 48).



Fig. 49.

**Action 85.** In this action one leg is to be fixed over the pole, the knee being bent; and then swing completely round (fig. 49).



Fig. 50.

**Action 86.** Sit across the pole, and swing round, holding tight, the hands being fixed on each side of the pole (fig. 50).

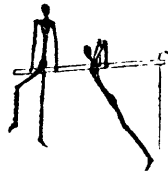


Fig. 51.

**Action 87.** Get upon the pole as in a previous action, then bring both legs over the pole, so as to sit thereon; then gradually lower the body so as to swing with arms behind (fig. 51).



Fig. 52.

**Action 88.** Get up and over, as in the last action; then catch the pole with bent arms separately; then catch hold of the trousers, and swing backward completely round (fig. 52).

**Action 89.** Hold the pole by the right arm, then grasp the wrist with the left hand, and try to draw yourself up; then perform the same action with the left arm.



Fig. 53.

**Action 90.** In this action the letter L is formed by hanging by one arm, see action 72 (fig. 53).



Fig. 54.

**Action 91.** Kneel upon the pole, hands on each side, and swing off the pole (fig. 54).

**Action 92.** Hanging by both hands on the same side at one end of the pole, and turning from one side of the pole to the other, till you have reached the other end.

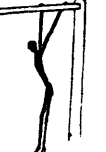


Fig. 55.

**Action 93.** In this action the gymnast commences as in action 77, then passes the legs completely through, and hangs them down; he then draws them gradually back between the arms (fig. 55). This action can only be performed by the experienced gymnast without danger: with him there is none.



Fig. 56.

**Action 94.** Hang on the end of the pole, hands on each side, face towards the post, swing backwards, and catch the pole with the toes, and hang down, as in the annexed figure (fig. 56).



Fig. 57.

**Action 95.** First throw the right leg over the pole, then with a spring bring up the right elbow in this position; throw the left arm over the pole, and hang in that position (fig. 57).

(TO BE CONTINUED.)

### THE TRUE PRINCIPLE OF COMMERCE.

In his late speech at Buffalo, Kossuth thus elucidates his idea of commerce as it should be:—

“Commerce, as I understand it, is that noble spirit of enterprise with its fingers applied to the pulsation of present conjunctures, but with its eyes steadily fixed upon the future—the heart warmed by noble sentiments of patriotism and philanthropy, connecting individual profit with the development of natural resources and of national welfare, spreading over the masses of the people like the dew of heaven upon the earth, and breaking a road of national activity, upon which the flowers of prosperity will grow from generation to generation—such a commercial spirit is a rich source of national happiness—the guaranty of a country's future, the pillar of its power, the vehicle of civilization, and the locomotive of principles.”

The best remedy for eyes weakened by night use, is a fine stream of cold water frequently applied to them.—*London Lancet.*

## Miscellaneous.

### THE VOICE AND SMILE OF SUMMER.

Oh! where is the voice of the summer heard?  
In the flow of the stream, in the song of the bird;  
In the hum of the honey-laden bee;  
In the sound of the reapers' songs of glee;  
In the sweet, sad note of the nightingale's song;  
Such music doth only to Summer belong.

Oh! where is the smile of the Summer seen?  
In the golden cups that spring o'er the green;  
In the light that maketh the bright blue sky  
Shine like a golden canopy!  
But Summer its sweetest smile bestows,  
On the crimson leaves of the blushing rose!

Surely, if heaven has given to earth,  
One thought, in which we may guess its mirth,  
'Tis the radiant smile of the summer glow,  
As it wakes into life all things below,  
But we are as captive birds, that sigh  
To wing our flight to a brighter sky.

C. L. B.

### OPENING OF THE IRISH INDUSTRIAL EXHIBITION.

The Exhibition of Irish industry, at Cork, was opened on the 10th ult., by the Lord Lieutenant and the Countess of Eglinton. The whole proceedings were as grand (on a smaller scale) as the royal opening of the Crystal Palace in May, last year, and commenced in like manner with the singing of the Hallelujah chorus. The addresses were read from the executive committee and the corporation of Cork, interchanging compliments with his excellency, who crowned the proceedings by knighting, with vice-regal privileges, the Mayor, Mr. William Hackett. Having gracefully performed this office, the noble viceroy declared the exhibition opened.

The grand saloon, in which the ceremony of the inauguration took place, is 182 feet in length by 53 feet in breadth, and 50 feet in height. It is covered with an arched roof, which is composed along the centre of glass. The entire structure is built of yellow pine wood, the walls and arched ceilings being divided into compartments by richly trellisated girders.

The north end of the hall opens by a lofty arched entrance into a vestibule, at the extreme end of which is a gallery. The aspect of this noble structure is truly magnificent.

At a grand banquet which took place, the chairman proposed the health of Lord Eglinton, who responded in part as follows:—

"It is true that we have not here the statues of Italy, the carvings of Austria, the malachites of Russia, the porcelain of Sevres, or the velvets of Genoa, but we have the marbles of Cork, of Kilkenny, and of Connemara. We have our linens, our tabinets, we have our lace embroidery, we have the results of the industry of the sons, and the handiwork of the fair daughters of Erin. But allow me to ask, what is there that the genius of Ireland cannot accomplish, whether it be the highest efforts of human ambition, or the humblest essay of talent? Does not Irish blood flow in the veins of the widest empire that the world has ever seen? Does not Irish blood flow in the veins of him whose career of glory not one defeat, not one selfish act has tarnished? Does not the capacious mind of Wellesley spring from an Irish stock? Was it not Irish genius that shone in the calm and illustrious eye of Canning, which sparkled in the wit of Sheridan, gave command to Burke, lent point to the irony of Tiernay, and taught Goldsmith to write of nature—which taught your own Moore to breathe forth words of beauty—words of fragrance—as sweet as your own harp, but nervous as the arm by which it was struck? And to come to your own county, or even to your own city, was it not the genius of Cork which made Curran what he was? I would ask you, does modern art own a better or more worthy votary than Maclise? Would that all Ireland could have seen what we have seen this day—would that she had seen the peaceful strife, the honest emulation, which Cork has given birth to! Gentlemen, it is not often that the representative of the sovereign in this country has an opportunity of speaking to those whom he governs—rarely, if ever, to an assembly like this. But I seize upon it with great eagerness, because there is nothing nearer to my heart than to try and persuade the people of Ireland that I am actuated by the most earnest desire for their welfare. I pledge to you my honour that I already feel affection for the warm-hearted people among whom I find myself—

I already love this beautiful Island which is placed under my charge, which I look upon as a trust which has been committed to me—not only as one for which I must answer to my sovereign and my country, but one for whose evil or good fulfilment I must hereafter answer to my God."

### ERRORS IN RESPECT TO SCHOOLS CORRECTED.

No. 4.

(By the REV. DR. SEARS, Secretary of the Massachusetts Board of Education, in his last Annual Report.)

The next point in order, in respect to imperfect instruction in the schools, is the want of a strictly progressive system in the course of studies. Reference is here had, not to what is demanded by the nature of the mind in respect to the laws of its growth, but to the order suggested by the subjects themselves and their dependence upon each other. It is not impossible to regard the law of mental development, and yet at the same time to arrange the various studies according to their natural sequence. To follow this order, it would be necessary to begin with the simplest elements of knowledge, the germ of all subsequent attainments, and proceed to that which most immediately grows out of it. Not that all elementary knowledge is equally necessary, or that all the branches of education may be developed from a single principle. The most essential elements of those studies only which are appropriate to the Common Schools, are here the proper objects of attention, and all the rest may be set aside. As these are not identical or even very similar in their character,—those, for example, of arithmetic and geography,—they must each have a beginning of their own. This is obvious enough. In organizing the parts of a single study there is no great difficulty to one who thoroughly understands the subject. But how to arrange different studies, how many to place in parallel courses, how to proportion them, how to connect them with kindred subjects as the pupils advance, beginning with a few threads and ending with a complete web, are questions not so easily disposed of. Language is the most comprehensive of school studies. It involves a knowledge of objects, which spread over a very wide surface. It relates to a voice, in articulation and purity of sound, and easily connects itself, through elocution, with music. It has to do with written characters, and ultimately leads to writing and even to the kindred art of drawing. It embraces the mechanical process of spelling and reading, and consequently the great labor of mastering our orthography and the contents of the books read in schools. It requires a knowledge of the structure of sentences, of arrangement and of style, and thus runs into grammar, rhetoric and logic. All this must be contemplated in arranging elementary studies in reference to the English language. Though it may not be necessary to teach them all, still they must be kept in view on every step taken, so that it may always be known not only whence the pupil comes, but whither he is going. With some modifications, similar remarks might be made of the knowledge of numbers, ascending in every direction and branching out into various sciences. Most of the courses of study pursued in the schools are quite too miscellaneous. Some things which are fundamental are omitted. Many are introduced which it would be better to postpone to a later period, or leave to be learned in practical life. In the studies which are judiciously selected, there is not unfrequently a want of proportion and proper sequence. All these evils spring rather from negligence than any other cause. If the proper persons would earnestly turn their thoughts to the subject, great improvements would be the immediate consequence.

In the management of the several branches of instruction in detail there are well settled principles which are not always observed by teachers. With a brief allusion to a few of these, I will close with this part of my subject. One of these is to proceed inductively, or rather analytically, in the method of teaching, wherever the nature of the subject will admit. By this is meant not that scientific analysis and mode of reasoning which can be pursued only by persons of philosophic habits, but that easy and natural process of beginning with the simplest and most obvious facts and proceeding to other connected facts, by an order which makes one step naturally follow another, and enables the child to answer the questions of the teacher from what he himself observes, rather than from what is told him. Something which can clearly be perceived is first exhibited to the class, and is noticed by each member, till the teacher is satisfied that it is well understood. In

arithmetic, it will be a single object to illustrate the number one, which will then be changed for other single objects, till the number is associated with so many of them, one by one, as to lead to an idea of its abstract nature, or its applicability to any one thing. Next, two similar objects will be presented, and the one be added to the other and then subtracted from it, till the nature and all the powers of this number are understood. In music, a sound will be presented, and imitated, and, for the sake of comparison, another will be introduced, and the difference in length, pitch and force noticed, till the pupil shall himself perceive, what by other methods would be told him, and received on the teacher's authority. In drawing, the same thing is done by presenting a straight line on the black-board, and varying its position, as vertical, horizontal, and oblique, and presenting another straight line in combination with it, making two parallel lines; a right, an acute, an obtuse angle; and then modifying these so as to produce all the forms and figures which can be made from them. And so, of a larger number of straight, curve, and waved lines, and figures produced by their combination, till the pupil shall have worked out for himself, by his own invention, the elementary principles of the art. In all these and other studies to which the method is applied, the attention of the learner is at the beginning drawn to that one point, which is the simplest and first in order, and then to another, connected with the proceeding and next in order, and so of the rest, the teacher merely directing the process, and the pupil going through with it for himself. Each step in the process is so arranged as to give the means of taking the next. Everything extraneous is carefully excluded, and all the difficulties which occur are solved by means of what has gone before. This method, which is applicable to many of the studies pursued in the schools, requires more care, labor and invention than teachers are generally willing or perhaps able to bestow. But if it be restricted to its proper uses, and skilfully applied, it is one of the best means of intellectual training. Nothing can be more valuable in respect to the formation of correct mental habits. It proceeds upon the principle of teaching nothing which the pupil can find out himself. The knowledge, too, thus acquired, is all perfectly arranged and grouped in the mind so as to prevent confusion, and thereby facilitates the work of the memory no less than of the understanding.

In studies which have not this unity of character, the complexity must be overcome by a similar process, by separating its parts from each other, so that the difficulties which would otherwise be accumulated may be taken one by one, and easily disposed of. To do one thing at the time is generally the right method in such cases. There may be instances in which two things are so reciprocal in their influences upon each other, that they appear simplest when taken together. Such cases are easily distinguishable, and can be treated according to their peculiar nature. But in most studies which are agglomerate in their nature, as orthography, reading, geography, and the like, the danger lies on the side of overwhelming the mind with too many things at once. It then becomes necessary to exclude what is not essential to the subject, to postpone what is not fundamental or strictly elementary, and to arrange the remainder in such a way that the part which sheds most light on the rest shall always precede.

It is scarcely a less important principle in teaching, to make sure of what has once been learned, either by constantly reviewing it, or by frequently using it in the subsequent part of the course. Every review shall be conducted in some new way, so that the same principle shall re-appear under ever-varying forms. The novelty of its new appendages will keep up a fresh interest in the mind, while the previous knowledge of the general subject will cause the light easily to break in and shine in all its parts. That which is essential will come to be clearly distinguishable from that which is accidental, and will consequently be more clearly comprehended. The want of attention to this obvious truth renders the knowledge acquired in the schools often exceedingly insecure, many things fading from the memory in order to make room for others. Nothing that is learned at this period should be allowed to be forgotten. Whatever is not worthy of being remembered is not worthy of a place among the appointed studies. The habit of forgetting some things, when attention is turned to others, is so great an evil in itself, and so disheartening to the learner, that it is better to know perfectly and retain easily and securely a part, than to have many studies pass through the mind as clouds sweep through the sky.

Difficult studies should have so much time devoted to them daily, at the beginning, as to render them familiar and attractive within a moderate period. Early success brings with it high mental gratification, the best means of creating a permanent interest, and securing energy and diligence in study. Such studies should alternate with others that are already familiar or easy, and that are adapted to recreate the mind, by calling into exercise other and dissimilar faculties. This power of relieving the understanding or memory when fatigued, by exercising the taste and imagination, as well as the organs of the body in vocal training, drawing and the like, has not yet received due attention. Such things are to the mind what oxygen is to the lungs, they renovate it, and speedily put it in a condition for renewed exertion. The mind can no more continue to work through one of its faculties without rest or change, than the body can through one set of its muscles. Change, at suitable intervals, is the law of life to both. Those studies, therefore, which furnish mental reaction, can be introduced into schools without any loss of time. As much can be accomplished in the severer studies, in connection with them, as without them. The skilful teacher will manage to keep the minds of his pupils in good condition and in the right mood, as a musician will keep his instrument rightly tuned and pitched, and will skilfully introduce those changes in successive exercises, which will keep the mind in the best working order.

#### THOROUGHNESS IN EDUCATION.

The necessity of thoroughness in every department of education ought to be ever present to the teacher. From the want of it pupils are sometimes blamed when the fault is not really theirs. The necessity is admitted by all writers on education; and we are far from thinking that we can throw any new light on the matter. But a few sentences by way of illustration, and of "stirring us up by putting us in remembrance," may not be without their use. The late Dr. Bell's advice on this matter is, we think, sound and valuable. "Never quit a letter, a word, a line, or a verse, or a sentence, or a paragraph, or a section, or a chapter, or a book, or a task of any kind, till the learner is well acquainted with it." According to the same authority, it is thoroughness, or the want of it—or, as he styles it, perfect or imperfect instruction, that constitutes the main difference between one school and another. And he goes on to caution the teacher against supposing that he has done his duty so long as there is a single child in the school who does not make daily progress according to his capacity, who is not perfectly instructed in each lesson as he goes along.

It may be difficult or impracticable to follow out this advice entirely; but we believe the more it is acted upon, the more comfort will the teacher have in his labours, and the more profit and pleasure will the pupil derive from them.

It is this principle of thoroughness, so far as it is carried out by frequent repetition, which constitutes the value of the exercise-books of Ollendorff, and Arnold, and other writers who have followed that system.

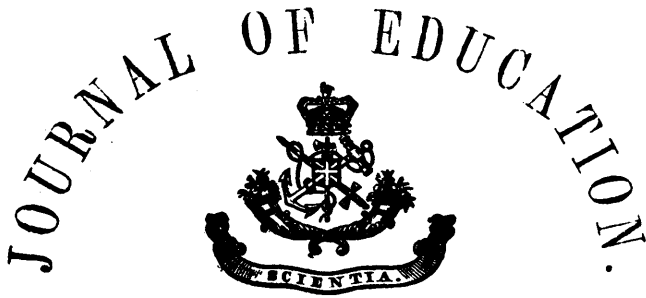
Who has not heard of the surprising results produced by Jacotot, by means of his system of "Universal Instruction?" On investigation it will be found that the one principle by which these results were produced was thoroughness, at every stage of the pupil's progress.

When children are allowed to pass over one step in their instruction without mastering it, they are the less able to surmount those which follow, and thus they are led to form a low and unjust estimate of their own abilities. They cease to make any effort to overcome difficulties, from a vague impression that they are sure not to succeed. It ought to be borne in mind that the object of an elementary education is not to supply the pupils with a given amount of information, but to furnish them with the means of obtaining it.

This is too often forgotten, and the teacher, in haste to get his pupils on rapidly, and to please the parents by the appearance of progress, drags them through a merely surface teaching, and leaves them in reality worse than he found them; for he has confirmed them in desultory habits which unfit them for any vigorous concentrated effort of the mind. Under such a system a certain readiness of memory and smartness may be attained, but it merely serves for the time, and proves to be no real acquisition.



There are but few teachers who have not had to feel annoyance at the failure of their pupils, when brought to the test of an examination in some branch of knowledge involving principles which they have been laboriously taught, but which they have not thoroughly mastered. These failures cannot, of course, be remedied, but they may be diminished by the teacher constantly keeping in view this principle of thoroughness which we are advocating.



TORONTO, JULY, 1852.

### BASIS OF THE SCHOOL APPORTIONMENT FOR 1852.

In connexion with the accompanying Circular to the Clerks of the various Municipalities in Upper Canada, notifying them of the apportionment of the Legislative School Grant for 1852, we give the following explanatory remarks by the Chief Superintendent, on the basis selected to make that apportionment.

Each of the successive school Acts for Upper Canada has contemplated the census of the country as the basis of school apportionment to the various municipalities, but has allowed another basis of apportionment in the event of a defective census. Unfortunately, no full and accurate census of the whole population has been taken until the commencement of the current year; and, during several years, the school population, as reported by the local school authorities, has been adopted as the best basis of apportioning the school moneys. Having been long convinced that these returns were, in many instances, partial or defective, I gave full and explicit directions to trustees and local superintendents for compiling their annual reports for last year; and this year returned such reports as appeared to have been carelessly or inaccurately compiled, with additional suggestions for their correction. I also addressed a Circular to the census commissioners, in the various counties, for copies of the population returns of their respective counties; and I applied to the provincial board of statistics, at Quebec, for the same purpose. I have not even yet received reports from all the local school superintendents. I have received copies of the population returns from several of the census commissioners, and very courteous answers from them all; but it was not until the last week in June, that I succeeded in obtaining, by personal application at the statistical office, in Quebec, complete returns of all the townships, (with one exception) cities, towns, and villages in Upper Canada.

The apportionment of the legislative school grant for the current year, is, therefore, based upon the population returns of the census commissioners—the official census of the province—and not upon the school population returns of the local school authorities. That there has been gross exaggeration in the school population returns of many school divisions, in order to obtain as large an apportionment as possible from the school fund, may be fairly inferred from the fact, that by the present school Act imposing severe penalties in case of conviction of making false returns, in order to obtain an undue share of the school fund, the gross number of children of school age in Upper Canada, according to the local school reports recently received at this department, is nearly four thousand less than that reported the year preceding; whereas, according to the increase of the population at large, the school population must have been at least ten thousand more in December, 1851, than it was in December, 1850. Though the aggregate sum apportioned in support of common schools in Upper Canada, in 1852, is about the same as last year, there will be found to be considerable variation in the amount apportioned to the counties, townships, cities, towns and villages respectively—the boundaries of several counties having been altered by legislative enactment, several villages having become incorporated into muni-

cipalities, besides the variation in the population returns of the census commissioners, and those of the local school authorities. I think the apportionment of the legislative school grant for the current year, is the most equitable which has yet been made—withholding from some municipalities what they have heretofore obtained by exaggerated school population returns, and giving to other municipalities what they would have been heretofore entitled to receive, had others made as honest returns as themselves. It should also be recollected, that in some counties, townships, cities, towns, and villages, there is a much more rapid increase of population than in others.

[OFFICIAL.]

*Circular to Clerks of Counties, notifying them of the Apportionment of the Legislative School Grant for the year 1852.*

SIR:—I have the honor to transmit herewith, a certified copy of the apportionment of the Legislative school grant for the current year, to the several townships of the county municipality of which you are clerk. You will please notify each local superintendent in your county of this apportionment, so far as it relates to his charge, as provided in the 1st clause of the 31st section of the school Act.

For the convenience of the public, His Excellency the Governor General has been pleased to direct that, hereafter, the legislative school grant for Upper Canada shall be payable by this Department, Toronto, instead of at the Office of the Honorable the Receiver General, Quebec.

The amount apportioned to your county will be paid to your treasurer, or his attorney, at this Office, upon application, in terms of my recent Circular to wardens of counties, dated the 1st of May last. In addition, I have to state, that no part of the apportionment, although made, will be paid to any of those counties and townships, (as enumerated in the annexed note\*) from which no certified abstract of the school accounts for last year has been transmitted by you to this Office, as required by the 5th clause of the 27th section of the school Act—nor until such abstract shall have been received at this Department. From those counties and townships not enumerated in the note, satisfactory abstracts of school accounts have been received, and are hereby acknowledged. The clause of the Act referred to, requires each county council “to appoint annually, or oftener, auditors, whose duty it shall be to audit the accounts of the county treasurer, and other officers, to whom school moneys shall have been intrusted, and to report to such council; and the county clerk shall transmit to the Chief Superintendent of Schools, on or before the First day of March in each year, a certified copy of the abstract of such report, and also give such explanation relating thereto, as far as he may be able, which may be required by the Chief Superintendent.” In the 40th section of the Act, it is provided, “that no county, city, town, or village shall be entitled to a share of the legislative school grant,

\* The following are the Counties and townships from which no certified abstract of school accounts, for last year, has been received at the Educational Department, as authorized and required by the 5th clause of the 27th section of the school Act, up to the date of this Circular:—

1. United Counties of Stormont, Dundas, and Glengarry.
2. “ Prescott and Russell—also notice of appointment of local superintendents, and copy of proceedings of county council on educational matters.
3. County of Carleton (imperfect). [The local superintendent for the township of March has not yet transmitted his report.]
4. Township of Bastard, County of Leeds (imperfect.)
5. “ Burgess, South, do. do.
6. “ Crosby, South, do. do.
7. “ Kitley, do. do.
8. “ Bathurst, County of Lanark.
9. “ Beckwith, do. do.
10. “ Burgess, North, do. do.
11. “ Darling, do. do.
12. “ Flimsley, North, do. do.
13. “ Lanark, do. do.
14. “ Rauensay, do. do.
15. “ Sherbrooke, North, do. do.
16. “ Admaston, do. Renfrew.
17. “ Ngot, do. do.
18. “ Bromley, do. do.
19. “ Horton, do. do.
20. “ Pakenham, do. do.
21. “ Ross, do. do.
22. “ Westneath, do. do.
23. County of Hastings—also notice of appointment of local superintendents and copy of educational proceedings of county council.
24. County of Prince Edward.
25. “ Simcoe.
26. Township of Ancaster, County of Wentworth.
27. “ Binbrooke, do. do.
28. “ Esquesing, do. Halton.
29. United Counties of Lincoln and Welland.
30. County of Oxford (imperfect.)
31. United Counties of Wellington, Waterloo, and Grey (imperfect.)
32. do. do. Middlesex and Elgin (imperfect.)
33. do. do. Huron, Perth, and Bruce.

The clerk of the county of Kent has not notified the department of the appointment of local superintendents, nor furnished copies of proceedings of county council on educational matters.

without raising, by assessment, a sum at least equal (clear of all charges for collection) to the share of the said school grant apportioned to it: and provided also, that should the municipal corporation of any county, city, town, or village, raise in any one year a less sum than that apportioned to it out of the legislative school grant, the Chief Superintendent of Schools shall deduct a sum equal to the deficiency from the apportionment to such county, city, town, or village, in the following year."

Now, I cannot officially know or ascertain whether these conditions of the law have been fulfilled in each township, or other municipality, without the county auditors' abstracts, which should be transmitted to me, on or before the first day of March in each year; whereas such abstracts from some whole counties, and from many townships, are not forthcoming even at the present time; nor can the legislative school grant, as intimated, be paid (although apportioned) in behalf of such townships, until the provisions of the law are complied with; and all parties concerned will know to whom the blame is attributable for any delay in the payment of any part of such grant, or in the loss of it altogether, whether it be on the part of county or township officers, or both.

One reason assigned, in some instances, for not making these returns, is, that the accounts could not be obtained from the township treasurers, who had been appointed county sub-treasurers for the receipt and payment of school moneys. Now, no county council is required to appoint a sub-treasurer for school moneys unless it shall judge it expedient; nor ought it to do so without providing that every sub-treasurer thus appointed shall perform every duty in the payment and accounting for school moneys as would the county treasurer himself. The provisions of the law are very explicit on this point, requiring each county council,

*Fourthly.* To see that sufficient security be given by all officers of such Council to whom school moneys shall be entrusted; to see that no deduction be made from the School Fund by the County Treasurer or Sub-treasurer, for the receipt and payment of school-moneys; to appoint, if it shall judge expedient, one or more Sub-treasurers of school moneys, for one or more townships of such county: Provided always, that each such Sub-treasurer shall be subject to the same responsibilities and obligations in respect to the accounting for school moneys and the payment of lawful orders for such moneys given by any Local Superintendent within the parts of the county for which he is appointed Sub-treasurer, as are imposed by this Act upon each County Treasurer, in respect to the paying and accounting for such moneys.

In the neighbouring State of New York, the law has not allowed, from the beginning, any part of the school moneys provided by the State, to be paid (though apportioned) to any city, township, or county, without such municipality *previously* raising an equal sum by local tax, and attesting, under oath, to the State Department of common schools, that such sum had actually been assessed and paid for the support of common schools. Our law provides for the apportionment and payment of the moneys provided by the legislature before the raising of a like sum by tax or assessment in each municipality—only requiring that such sum shall be provided in each municipality by assessment in the course of the year, and that this shall appear by returns from each municipality, on or before the first day of March of the year following.

Now, the efficiency and progress of the school system cannot be maintained, and its noble objects accomplished, unless the provisions of the law are punctually and thoroughly acted upon by all parties concerned. These are not mere arbitrary provisions; they are means to a great end—the social elevation of the whole population of the land. And this elevation is not effected merely by schools, but by teaching and habituating the people at large to transact all their public affairs,—from the school section to the county municipality,—in a business-like manner. The accuracy, punctuality, and method observed in such proceedings, will soon be extended to all the transactions of domestic and private life, and thus exert a salutary influence upon all the social relations and personal habits of the whole people.

I cannot therefore press too strongly upon your municipal council the subjects referred to in this Circular, as well as in my Circular to wardens of counties referred to; and as I have provided and furnished blanks for all the reports and returns, required by the school Act, I can imagine no good reason for neglect or delay in the transmission of them from any county as prescribed by the statute.

In order to remove all possible excuse for the treasurer or sub-treasurers not preparing and presenting, in proper time, to the county auditors, accurate and full accounts of the school moneys received and paid in behalf of each township, I have prepared, and herewith transmit to your address, blank forms of such accounts,

with directions for filling them up—one copy of which you will have the goodness to furnish to each of the sub-treasurers of school moneys in your county, for the current year. It will be recollected, that the order of the trustees, in behalf of a legally qualified teacher, (endorsed by such teacher,) and delivered to a local superintendent, will be such superintendent's authority and receipt for his cheque upon the county or sub-treasurer for the amount of such order, and that cheque (also endorsed by the teacher) will be the treasurer's receipt for the amount specified on the face of it, and will constitute his voucher for the payment of such amount, in presenting his accounts to the county auditors. For convenience, each voucher should be numbered, as provided in the blank forms of accounts herewith transmitted. To meet the case, and relieve the embarrassment of those delinquent counties and townships enumerated in the note attached to this Circular, a sufficient number of copies of the forms will be found in the parcels sent herewith. They might be filled up for last year, and transmitted to the county auditors without delay, so as to enable you to forward to me an abstract of the auditor's report; previous to the apportionment being paid to your treasurer by this Department.

I have the honor to be, Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 10th July, 1852.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE COUNTIES, TOWNSHIPS, CITIES, TOWNS, AND INCORPORATED VILLAGES IN UPPER CANADA, FOR THE YEAR 1852.

GENERAL ABSTRACT of the Apportionment of the Legislative School Grant for the Years 1850, 1851, and 1852, inclusive:—

APPORTIONED TO	IN 1850.			IN 1851.			POPULATION IN 1852.	IN 1852.		
	£	s.	d.	£	s.	d.		£	s.	d.
Counties, . . . . .	17,394	4	4	16,952	9	6	816,064	16,151	5	4
Cities, . . . . .	843	3	4	881	0	6	56,547	1,119	3	2
Towns, . . . . .	730	6	2	329	1	0	53,625	1,050	12	9
Town Municipalities, . . . . .				184	10	0	11,290	223	8	11
Incorporated Villages, . . . . .				126	17	6	11,642	230	8	3
Special cases, . . . . .	33	0	0	43	3	0	1,902	297	19	11
Difference in census returns							2,044			
Grand total, . . . . .	£19,008	13	10	£19,027	1	6	952,574	£19,072	18	6

APPORTIONMENT TO THE COUNTIES AND TOWNSHIPS IN UPPER CANADA, FOR THE YEAR 1852.

COUNTIES.	POPULATION.	TOTAL POPULATION.	APPORTIONMENT.			TOTAL APPORTIONMENT.			
			£	s.	d.	£	s.	d.	
1. Glengarry, . . . . .	17,573	44,383	£	347	15	11	878	8	3
2. Stormont, . . . . .	12,999		257	5	5				
3. Dundas, . . . . .	13,811	13,510	273	6	10	267	7	8	
4. Prescott, . . . . .	10,476		207	6	9				
5. Russell, . . . . .	3,034	23,201	60	0	11	459	3	8	
6. Carleton, . . . . .									
7. Grenville, . . . . .	18,551	45,695	367	3	14	904	7	7	
8. Leeds, . . . . .	27,144		537	4	6				
9. Lanark, . . . . .	25,381	33,116	502	6	7	655	8	5	
10. Renfrew, . . . . .	7,735		153	1	9				
11. Frontenac, . . . . .	19,150	42,270	379	0	2	836	11	10	
12. Addington, . . . . .	15,165		300	2	9				
13. Lennox, . . . . .	7,955	17,318	157	8	10	342	15	0	
14. Prince Edward, . . . . .									
15. Hastings, . . . . .		27,408				542	9	0	
16. Northumberland, . . . . .	27,136	55,392	537	1	4	1,096	6	0	
17. Durham, . . . . .	28,256		559	4	8				
18. Peterborough, . . . . .	13,046	24,703	258	4	0	488	18	3	
19. Victoria, . . . . .	11,657		230	14	2				
20. Ontario, . . . . .	29,434	101,950	582	10	11	2,017	15	2	
21. York, . . . . .	47,700		944	1	3				
22. Peel, . . . . .	24,816	27,158	491	3	0	537	10	0	
23. Simcoe, . . . . .									
24. Wentworth, . . . . .	24,990	62,971	494	11	10	1,246	6	0	
25. Halton, . . . . .	18,322		362	12	5				
26. Brant, . . . . .	19,659	34,017	389	1	8	673	5	0	
27. Lincoln, . . . . .	16,160		319	16	8				
28. Welland, . . . . .	17,857	18,788	353	8	4	371	16	11	
29. Haldimand, . . . . .									
30. Norfolk, . . . . .		19,828				392	8	7	
31. Oxford, . . . . .		29,336				580	12	2	
32. Waterloo, . . . . .	23,109	60,604	457	7	3	1,199	9	1	
33. Wellington, . . . . .	24,956		493	18	5				
34. Grey, . . . . .	12,539	36,261	248	3	4	717	13	3	
35. Perth, . . . . .	15,545		307	13	2				
36. Huron, . . . . .	17,879	57,008	353	17	1	1,128	5	8	
37. Bruce, . . . . .	2,837		56	2	11				
38. Middlesex, . . . . .	32,864	15,399	650	8	8	304	15	5	
39. Elgin, . . . . .	24,144		477	17	0				
40. Kent, . . . . .		25,748				509	11	11	
41. Lambton, . . . . .	10,811		213	19	4				
42. Essex, . . . . .	14,937	295	12	6					
Essex Total, . . . . .		816,064				£	16,151	5	4

\* Indians and inhabitants of unorganized tracts.

**1. COUNTY OF GLENGARRY.**

TOWNSHIPS.	POPULATION.	APPORTIONMENT.
		£ s. d.
Charlottenburgh, .....	5,557 @4d	109 19 7½
Kenyon, .....	3,842 ..	76 0 9½
Lancaster, .....	4,000* ..	79 3 4
Lochiel, .....	4,174 ..	82 12 2½
	17,573	£347 15 11½

**2. COUNTY OF STORMONT.**

Cornwall, .....	4,707 ..	93 3 2½
Finch, .....	1,450 ..	28 13 11½
Osnabrock, .....	4,700 ..	93 0 5
Roxborough, .....	2,142 ..	42 7 10½
	12,999	257 5 5½

**3. COUNTY OF DUNDAS.**

Matilda, .....	4,198 ..	83 1 3½
Mountain, .....	2,764 ..	54 14 1
Williamsburgh, .....	4,284 ..	84 15 9
Winchester, .....	2,565 ..	50 15 3½
	13,811	273 6 10½

**4. COUNTY OF PRESCOTT.**

Alfred, .....	584 ..	11 11 2
Caledonia, .....	958 ..	18 19 2½
Hawkesbury, East, .....	3,029 ..	59 18 11½
Hawkesbury, West, .....	2,665 ..	52 14 10½
Longueuil, .....	1,395 ..	27 12 2½
Plantagenet, North, .....	1,202 ..	23 15 9½
Plantagenet, South, .....	643 ..	12 14 6½
	10,476	207 6 9

**5. COUNTY OF RUSSELL.**

Cambridge, .....	200 ..	3 19 2
Clarence, .....	700 ..	13 17 1
Cumberland, .....	1,631 ..	32 5 7½
Russell, .....	503 ..	9 19 1½
	3,034	60 0 11½

**6. COUNTY OF CARLETON.**

Fitzroy, .....	2,807 ..	55 11 1½
Gloucester, .....	3,005 ..	59 9 5½
Goulbourn, .....	2,525 ..	49 19 5½
Gower, North, .....	1,775 ..	35 2 7½
Huttley, .....	2,519 ..	49 17 1½
March, .....	1,125 ..	22 5 3½
Marlborough, .....	2,053 ..	40 12 7½
Nepean, .....	3,800 ..	75 4 2
Osgood, .....	3,050 ..	60 7 3½
Torbolton, .....	542 ..	10 14 6½
	23,201	459 3 8½

**7. COUNTY OF GREENVILLE.**

Augusta, .....	5,154 ..	102 0 1½
Edwardsburgh, .....	4,779 ..	94 11 8½
Gower, South, .....	863 ..	17 1 7½
Oxford, .....	4,496 ..	88 19 8
Wolford, .....	3,259 ..	64 10 0½
	18,551	367 3 1½

**8. COUNTY OF LEEDS.**

Bastard, .....	3,448 ..	68 4 10
Burgess, South, .....	276 ..	5 9 3
Crosby, North, .....	1,785 ..	35 6 6½
Crosby, South, .....	1,578 ..	31 4 7½
Elizabethtown, .....	5,208 ..	103 1 6
Elmsley, South, .....	1,442 ..	28 10 9½
Escott, .....	1,399 ..	27 13 9½
Kitley, .....	3,525 ..	69 15 3½
Leeds & Lansdown, front, .....	3,292 ..	65 3 1
Leeds & Lansdown, rear, .....	1,530 ..	30 5 7½
Yonge, .....	3,661 ..	72 9 1½
	27,144	537 4 6

**9. COUNTY OF LANARK.**

Bathurst, .....	2,863 ..	56 15 3
Beckwith, .....	2,540 ..	50 5 5
Burgess, North, .....	1,110 ..	21 19 4½
Dalhousie, .....	1,421 ..	28 2 5½
Darling, .....	670 ..	13 5 2½
Drummond, .....	2,648 ..	52 8 2
Elmsley, North, .....	2,031 ..	40 3 11½
Lanark, .....	2,649 ..	52 8 6½
Lavant, .....	98 ..	1 18 9½
Montague, .....	3,336 ..	66 0 6
Paackenham, .....	1,868 ..	36 19 5
Ramsay, .....	3,256 ..	64 8 10
Sherbrooke, North, .....	399 ..	7 17 11½
Sherbrooke, South, .....	487 ..	9 12 9½
	25,381	502 6 7½

**10. COUNTY OF RENFREW.**

TOWNSHIPS.	POPULATION.	APPORTIONMENT.
		£ s. d.
Admaston, .....	685 @4d.	13 11 1½
Bagot, .....	734 ..	14 10 6½
Dlithfield, .....	200 ..	3 19 2
Bromley, .....	687 ..	13 11 11½
Horton, .....	1,142 ..	22 12 0½
McNab, .....	1,513 ..	28 18 10½
Pembroke, .....	633 ..	12 10 6½
Ross, .....	708 ..	14 0 3
Stafford, .....	261 ..	5 11 2½
Westmeath, .....	1,152 ..	22 16 0
	7,735	153 1 9½

**11. COUNTY OF FRONTENAC.**

Bedford, .....	1,118 ..	22 2 6½
Hinchinbrooke, .....	364 ..	7 4 1
Kingston, .....	5,235 ..	103 12 2½
Loughborough, .....	2,003 ..	39 12 10½
Pittsburgh, .....	3,253 ..	64 9 7½
Portland, .....	2,388 ..	47 5 3
Storrington, .....	2,130 ..	42 3 1½
Wolfe Island, .....	2,654 ..	52 10 6½
	19,150	379 0 2½

**12. COUNTY OF ADDINGTON.**

Amherst Island, .....	1,287 ..	25 9 5½
Camden, East, .....	6,975 ..	138 0 11½
Ernestown, .....	5,111 ..	101 3 1½
Sheffield, .....	1,792 ..	35 9 4
	15,165	300 2 9½

**13. COUNTY OF LENNOX.**

Adolphustown, .....	718 ..	14 4 2½
Fredericksburgh, .....	3,166 ..	62 13 2½
Richmond, .....	4,071 ..	80 11 5½
	7,955	157 8 10½

**14. COUNTY OF PRINCE EDWARD.**

Ameliasburgh, .....	3,286 ..	65 0 8½
Alhol, .....	1,621 ..	32 1 7½
Hallowell, .....	3,203 ..	63 7 10½
Hillier, .....	2,962 ..	58 12 5½
Marysburgh, .....	3,512 ..	69 10 2
Sophiasburgh, .....	2,734 ..	54 2 2½
	17,318	342 15 0½

**15. COUNTY OF HASTINGS.**

Elzevir, Madoc & Tudor, .....	2,761 ..	54 12 10½
Hungerford, .....	3,124 ..	61 16 7
Huntingdon, .....	2,543 ..	50 8 7
Marmora, .....	635 ..	12 11 4½
Rawdon, .....	3,097 ..	61 5 10½
Sidney, .....	4,574 ..	90 10 6½
Thurlow, .....	4,469 ..	88 8 11½
Tyendinaga, .....	6,200 ..	122 14 2
	27,408	542 9 0

**16. COUNTY OF NORTHUMBERLAND.**

Alnwick, .....	614 ..	12 3 0½
Brighton, .....	3,725 ..	73 14 5½
Cranhae, .....	2,993 ..	59 4 8½
Haldimand, .....	4,634 ..	91 14 3½
Hamilton, .....	5,008 ..	99 2 4
Monaghan, South, .....	1,051 ..	20 16 0½
Percy, .....	2,605 ..	51 11 1½
Murray, .....	3,725 ..	73 14 5½
Seymour, .....	2,781 ..	55 0 9½
	27,136	537 1 4

**17. COUNTY OF DURHAM.**

Cartwright, .....	1,756 ..	34 15 1
Cavan, .....	4,438 ..	87 16 8½
Clarke, .....	6,190 ..	122 10 2½
Darlington, .....	8,005 ..	158 8 7½
Hope, .....	5,299 ..	104 17 6½
Manvers, .....	2,568 ..	50 16 6
	28,256	559 4 8

**18. COUNTY OF PETERBOROUGH.**

Asphodel, .....	1,678 ..	33 4 2½
Belmont and Methuen, .....	248 ..	4 18 2
Douro, .....	1,676 ..	33 3 5
Dummer and Burleigh, .....	1,600 ..	31 13 4
Ennismore, .....	675 ..	13 7 2½
Monaghan, North, .....	905 ..	17 18 2½
Otonabee, .....	3,872 ..	76 12 8
Smith and Harvey, .....	2,392 ..	47 6 10
	13,046	258 4 0½

**19. COUNTY OF VICTORIA.**

TOWNSHIPS.	POPULATION.	APPORTIONMENT.
		£ s. d.
Bexley, .....	6 @4d.	0 2 4½
Eldon, .....	1,320 ..	26 2 6
Emily, .....	2,763 ..	54 13 8½
Fenelon, .....	590 ..	11 13 6½
Mariposa, .....	3,895 ..	77 1 9½
Ops, .....	2,512 ..	49 14 4
Verulam, .....	571 ..	11 6 0½
	11,657	230 14 2½

**20. COUNTY OF ONTARIO.**

Brock, .....	3,518 ..	69 12 6½
Georgina, .....	1,005 ..	19 17 9½
Mara and Rama, .....	1,403 ..	27 15 4½
Pickering, .....	6,737 ..	133 6 2½
Reach, .....	3,897 ..	77 2 6½
Scott, .....	1,028 ..	20 6 11
Scugog Island, .....	415 ..	8 4 3½
Thora, .....	1,146 ..	22 13 7½
Uxbridge, .....	2,289 ..	45 0 6½
Whitby, .....	7,996 ..	158 5 1
	29,434	582 10 11½

**21. COUNTY OF YORK.**

Etobicoke, .....	3,410 ..	67 9 9½
Gwillimbury, North, .....	1,093 ..	21 12 7½
Gwillimbury, East, .....	3,207 ..	63 9 5½
King, .....	6,454 ..	127 14 8½
Markham, .....	6,952 ..	137 11 10
Scarborough, .....	4,237 ..	83 17 1½
Vaughan, .....	7,708 ..	152 11 1
Whitchurch, .....	4,604 ..	91 2 5
York, .....	10,035 ..	198 12 2½
	47,700	944 1 3

**22. COUNTY OF PERL.**

Albion, .....	4,281 ..	84 14 6½
Caledon, .....	3,707 ..	73 7 4½
Chinguacousy, .....	7,469 ..	147 16 5½
Gore of Toronto, .....	1,820 ..	36 0 5
Toronto, .....	7,539 ..	149 4 2½
	24,816	491 3 0

**23. COUNTY OF SIMCOE.**

Adjala, .....	1,994 ..	39 9 3½
Essa, .....	1,507 ..	29 16 6½
Flos, .....	545 ..	10 15 8½
Gwillimbury, West, .....	3,894 ..	77 1 4½
Innisfil, .....	2,341 ..	46 6 7½
Matchedash, .....	7 ..	0 2 9½
Medonte, .....	1,116 ..	22 1 9
Mono, .....	2,689 ..	53 4 4½
Mulmur, .....	766 ..	15 3 2
Nottawasaga, .....	1,887 ..	37 6 11½
Orillia, .....	718 ..	14 4 2½
Oro, .....	2,027 ..	40 2 4½
Sunnidale, .....	203 ..	4 0 4½
Tay, .....	600 ..	11 17 6
Tecumseth, .....	3,998 ..	79 2 6½
Tiny, .....	748 ..	14 16 1
Tossorontio, .....	492 ..	9 14 9
Vespra, .....	1,626 ..	32 3 7½
	27,158	537 10 0½

**24. COUNTY OF HALTON.**

Esquesing, .....	5,225 ..	103 8 2½
Nassagawaya, .....	2,227 ..	44 5 5½
Nelson, .....	4,078 ..	80 14 2½
Trafalgar, .....	6,782 ..	134 4 6½
	18,322	362 12 5½

**25. COUNTY OF WESTWORTH.**

Ancaster, .....	4,653 ..	92 1 9½
Barton, .....	1,735 ..	34 6 9½
Beverly, .....	5,620 ..	111 4 7
Binbrook, .....	1,787 ..	34 7 6½
Flamborough, East, .....	2,903 ..	57 9 1½
Flamborough, West, .....	3,533 ..	69 18 5½
Glanford, .....	2,008 ..	39 14 10
Saltfleet, .....	2,801 ..	55 8 8½
	24,990	494 11 10½

**26. COUNTY OF BRANT.**

Brantford, .....	6,410 ..	126 17 3½
Burford, .....	4,433 ..	87 14 8½
Dumfries, South, .....	4,297 ..	85 0 10½
Oakland, .....	840 ..	16 12 6
Onondaga, .....	1,858 ..	36 15 5½
Tuscarora, .....	1,821 ..	36 0 9½
	18,659	389 1 8½

\* Assumed,—no returns having been received.

27. COUNTY OF LINCOLN.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Caistor, Clinton, Gainsborough, etc.

28. COUNTY OF WELLAND.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Bertie, Crowland, Humberstone, etc.

29. COUNTY OF HALDIMAND.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Canborough, Cayuga, North, etc.

30. COUNTY OF NORFOLK.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Charlotteville, Houghton, Middleton, etc.

31. COUNTY OF OXFORD.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Blandford, Blenheim, Dereham, etc.

32. COUNTY OF WATERLOO.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Dumfries, North, Waterloo, etc.

33. COUNTY OF WELLINGTON.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Amaranth, Arthur, Luther & Minto, etc.

34. COUNTY OF GREY.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Artemesia, Bentinck, Collingwood, etc.

GREY—continued.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Normanby, Osprey, St. Vincent, etc.

25. COUNTY OF PERTH.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Blanchard, Downie, Easthope, North, etc.

34. COUNTY OF HURON.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Ashfield, Biddulph, Colborne, etc.

37. COUNTY OF BRUCE.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Arran, Braat, Bruce, etc.

38. COUNTY OF MIDDLESEX.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Adelaide, Carradoc, Delaware, etc.

39. COUNTY OF ELGIN.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Aldborough, Bayham, Dorchester, etc.

40. COUNTY OF KENT.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Camden and Zone, Chatham, Dover, East, etc.

41. COUNTY OF LANCASTER.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Bosanquet, Brooke, Dawn, etc.

42. COUNTY OF ESSEX.

Table with 3 columns: TOWNSHIPS, POPULATION, AFFORTIONMENT. Lists towns like Anderdon, Colchester, Gosfield, etc.

Circular to Clerks of Cities, Towns and Villages, in Upper Canada, notifying them of the Apportionment of the Legislative School Grant for 1852.

SIR,—I have the honor to intimate to you, as provided in the 35th section of the School Act, for the information of the Council, of which you are Clerk, and of your Board of Common School Trustees, that the sum placed opposite the name of your Municipality has been apportioned to it for the current year, out of the Legislative School Grant appropriated to Upper Canada.

By the 42nd section of the School Act, the money thus apportioned is payable to the Treasurers of those Cities, Towns and Villages, which have complied with the 5th clause of the 27th section, in connection with the 21st section of the Act, as well as other provisions of the law. I have to state that no apportionment (although made and notified) will be paid in behalf of any of those Cities, Towns and Villages from which no certified abstract of school accounts—a blank form of which, was transmitted to you from this office, on the 19th of last February—has been received at this Department; nor until such abstract shall have been received.

For the convenience of the public, His Excellency the Governor General has been pleased to direct that hereafter the Legislative School Grant will be payable at this Department, Toronto, instead of at the office of the Hon. the Receiver General, Quebec.

As required by the 21st section of the Act, taken in connection with the 2nd pro-

\* The following are the Towns and Villages from which no certified Abstract of School Accounts for last year has been received at the Educational Department, Toronto, as authorized and required by the 5th clause of the 27th section, in connection with the 21st and 25th sections, of the School Act, up to the date of the publication of this circular:—

- 1. Town of Belleville. 12. Town of St. Catharines
2. " Brockville. 13. Town Municipality of Amherstburgh.
3. " Bytown. 14. Town Municipality of Chatham.
4. " Cornwall. 15. Town Municipality of Simcoe.
5. " Dundas. 16. Village of Chippewa.
6. " Goderich. 17. " Galt.
7. " London. 18. " Richmond—
8. " Niagara (im- nor Board of School
perfect). Trustees' Report.
9. " Peterborough
10. " Picton.
11. " Prescott.

viso of the 3rd clause of the 27th section, you will please favour me from time to time with a copy of the proceedings of your Council on Educational matters.

On the subject of the basis of the apportionment for this year, I have to refer you for information to the accompanying Circular, addressed to clerks of counties.

I have the honor to be,

Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE,  
Toronto 10th July, 1852.

CITIES.	POPULATION.	APPORTIONMENT.	TOWN MUNICIPALITIES.	POPULATION.	APPORTIONMENT.
		£ s. d.			£ s. d.
Toronto, .....	30,763	42d. 508 17 0½	Amherstburgh, .....	1,980	37 4 2
Hamilton, .....	14,199	281 0 5½	Chatham, .....	2,070	40 19 4½
Kingston, .....	11,585	229 5 8½	Guelph, .....	1,860	36 16 3
			Perth, .....	1,916	37 13 5
			Simcoe, .....	1,452	28 14 9
			Woodstock, .....	2,112	41 16 0
	56,547	1,119 3 2½		11,290	223 8 1½
TOWNS.			INCORPORATED VILLAGES.		
Belleville, .....	4,569	90 8 6½	Chippewa, .....	1,193	23 12 2½
Brantford, .....	3,877	76 14 7½	Galt, .....	2,218	44 9 10
Brockville, .....	3,216	64 4 10½	Ingersoll, .....	1,190	23 11 0½
Bytown, .....	7,760	153 11 8	Oshawa, .....	1,142	22 12 0½
Cobourg, .....	3,871	76 12 3½	Paris, .....	1,890	37 8 1½
Cornwall, .....	1,692	33 9 9	Preston, .....	1,180	23 7 1
Dundas, .....	3,517	69 12 1½	Ricimond, .....	434	8 11 9½
Goderich, .....	1,329	26 6 0½	St. Thomas, .....	1,274	25 4 3½
London, .....	7,124	140 19 11	Thorold, .....	1,091	21 11 10½
Niagara, .....	3,340	66 2 1			
Peterborough, .....	2,191	43 7 3½			
Pictou, .....	1,569	31 1 0½			
Port Hope, .....	2,476	49 0 1			
Prescott, .....	2,156	42 13 5			
St. Catharines, .....	4,368	86 9 0			
	53,085	1,050 12 9½			
			Total apportionment, to cities, towns, and villages, ...	11,642	230 8 3½
					£2,623 13 3

ENERGY REQUISITE FOR THE TEACHER.

In another part of this *Journal* we have devoted some attention to the consideration and essential importance of the "proper arrangement and natural sequence" of certain branches of study, and the symmetry and thoroughness which should characterize all kinds of Education. To guard the teacher against too much minuteness, and thereby feebleness, in his mode of instruction, we have selected the following excellent counsel from a late number of the *Massachusetts Teacher*:

Energy is an indispensable requisite in almost every employment: especially is it necessary for the teacher. The artisan works upon brute unconscious matter, moulding the crude and shapeless mass to forms of beauty and utility. The laws by which he operates are simple and uniform. The teacher works upon mind: the image of the Eternal Spirit. How much more subtle and complex are the laws of mind than of matter. The physician has to deal with our outward frames—organized matter, instinct with life and sensibility. The laws of matter thus ennobled by contact with mind, become more complex and abstruse. But it is mind itself that is the subject for the teacher's forming hand. If energy be necessary for the artizan who works on wood or stone, and for the physician who deals with organized forms, much more is it necessary for one who shapes the immortal mind. He must have soul enough to animate his own body, and all the bodies around him. The whole school must be pervaded by his spirit, instinct with his life. He must have vitality enough to arouse the slothful to action; power to hold in check the heedless impulse of the thoughtless; and decision to subdue the obstinacy of the wilful. His is the controlling energy to guide the course of all those committed to his care, in the paths of knowledge. The mind that the teacher is called to mould, is often presented in the most unfavourable condition. Vicious habits, cherished by parental indulgence, are to be corrected, aversion to study almost insuperable is to be overcome, and wilfulness that spurns at wholesome restraint must be subdued. These things are expected of the teacher, and woe to him if he is of feeble and irresolute purpose. It was deemed a hard requirement when the tyrant demanded of his physician,—

"Canst thou not minister to a mind diseased;  
Pluck from the memory a rooted sorrow;  
Rase out the written troubles of the brain;  
And with some sweet oblivious antidote  
Cleanse the stuffed bosom of that perilous stuff  
Which weighs upon the heart?"

If the teacher is not called upon to rase out of the brain of his scholars, "written troubles" and "rooted sorrows," he is expected to eradicate sloth, correct perverted activity, and by proper culture to remove all the "perilous stuff" with which young hearts are fraught. Baffled by the obstinate dullness of some of his pupils, he is to try again and again to arouse their minds to action. Vexed

by the levity and inconstancy of others, he is never to despair. He must seek for new methods of arresting the attention of the careless. He must invent new plans to illustrate to his scholars those principles, trite and familiar to himself, but wholly unperceived by them. He must resolve to succeed; to yield to no discouragement; to be hindered by no obstacles. A school will not be properly governed unless the teacher has energy and decision of character; and, without proper government, there will be but little intellectual improvement. The scholars soon perceive this deficiency in a teacher. There may be any amount of blustering, an abundance of impotent threats, or a succession of cruelties inflicted by the imbecile tyrant who sits enthroned in the desk, wielding a ferule for a sceptre, but there is no government. The energetic teacher has sufficient force of character to quell all incipient rebellions; or rather he holds so steadily the reins, that no resistance is attempted. Calmly yet effectually he controls those under his charge. Without energy in the instructor, the whole process of teaching degenerates into a dull routine of disagreeable exercises, tiresome from their monotony, and almost useless from their lifelessness. It is a stereotyped edition of dullness. No wonder that to the buoyancy of youthful vivacity, this becomes an intolerable burden; and mischief is continually resorted to, that the insipidity of their daily drudgery may have some seasoning. There is something contagious in energy. It arouses the slothful and inspires the discouraged. Energetic teachers will have energetic scholars; while dullness propagates itself indefinitely. If a teacher has a bad school, it will not do for him to cast the blame on circumstances; he lacks the power to controul the outward circumstances by his own resources. This characteristic of the successful teacher is not to be obtained by simply wishing for it. No one bowed down by tame pursuits and indolence, can by a single purpose break the chains that have long bound him. Yet he need not despair. A beginning of a nobler life may now commence. Each act of self-denying duty, each foolish habit broken, and each temptation overcome, shall increase the power. The oak that throws abroad its giant arms defying the tempest, receives strength and nourishment from each fibre of its branching roots, and each leaf on its boughs that trembles in the breeze. Our destiny is in our own hands. To man is committed the helm; he may steer his bark against the current, or idly float down the stream, till he is lost in oblivion. There is a miserable caricature of energy by which some impose upon themselves, in mistaking for force of character a restlessness of mind, and a showy, bustling manner of doing ordinary things. The eagle in his high flight moves round his broad circles through the sky, without fluttering his pinions;—while the summer insect, dancing in the sunbeams, makes little progress, though his quivering wings vibrate thousands of times in a second. One who has real energy is not solicitous to exhibit it by a blustering manner. Silent and unostentatious moves on the course of nature; clothing the earth with vegetation, and bringing forth its sustenance for all; spreading out the pomp of its forests, and the garniture of its fields. Thus the truly energetic act calmly; yet efficiently press on in the path of duty; delving in the rich mines of thought, and bringing from the quarry, those now rude, who, when polished by education, are to become pillars of state, or living stones in the temple of our God.

## Educational Intelligence.

## CANADA.

## MONTHLY SUMMARY.

His Excellency the Governor-General has been pleased to make the following appointments:—To be Crown Members of the Senate of the University of Toronto, viz.:—Oliver Mowat, Esq., in the place of the Hon. J. H. Cameron; Dr James John Hayes, re-appointed; James Lesslie, Esq., in place of the Hon. S. B. Harrison. To be Collegiate Members of the University of Toronto, viz.:—Rev. John Jennings, re-appointed; T. J. O'Neill, Esq., in place of Rev. B. O'Hara; Rev. James Pyper, in place of Oliver Springer, Esq. . . . . The Toronto correspondent of the *Montreal Pilot* says:—"It is the intention of Bishop de Charbonnel, to establish in this city forthwith, a college for the education of priests of the Roman Catholic Church. The buildings have been tendered for, and will be erected without delay. Pere Tellier, the learned Jesuit, now in a Roman Catholic College in New York, will be President and Theological Professor." . . . . The County Grammar School at Guelph was examined on Friday and Saturday, the 9th and 10th inst. On the former day, by the Rev. A. Palmer, Chairman of the Board of Trustees, and Mr. Macgregor, of the University of Toronto. On the latter day, by the Rev. Mr. Macgregor of Guelph, and Messrs. Peterson and Macgregor, of the University of Toronto. Prizes were adjudged in the several branches of schools. . . . . At the last annual election for School Trustees in Niagara, the Returning Officers were of opinion that persons rated for statute labour only had no right to vote, and refused to receive any such votes when tendered. Some parties felt aggrieved at this, and instituted proceedings in the Court of Queen's Bench to try the question; and the decision of the Court is that no persons except freeholders and householders, properly rated as such, have any right to vote for school trustees. . . . . The Guelph Township Council being anxious to obtain an expression of public opinion in the township in regard to the free school system, and also in respect to the unappropriated lands, now liable to be attached to school sections, or to be formed into a school section or sections, have instructed the clerk to obtain an expression of the opinion of each school section in the matter, by the first Monday in October, by writing to the trustees to that effect, that so the Council might take action in the matter. . . . . The following letter from the Chief Superintendent has been extensively circulated in Upper Canada. We repeat it here:—"I have to state that, the new division of a county or township, or both as in your case, does not affect boundaries of a school section. As trustees, you can levy and collect, just as if the whole of your section were situated in one township; and by the last proviso in the 4th clause of the 18th section of the School Act, the whole of the section can be taxed for the erection of a school house by the council of the township within the limits of which the schoolhouse is situated." . . . . Steps are about being taken to erect a grammar school and to unite it with a common school at Richmond Hill. . . . . Meetings are being held in different parts of the Province to collect funds to assist in sustaining Trinity College, Toronto. . . . . At a recent convocation at McGill College, Montreal, the degree of A.M. was conferred on the Rev. Mr. Butler, of the Bishop's College, Lennoxville, L. C. . . . . In regard to Mr. Roach's recent school examination, the *Pong Point Advocate* says:—"The progress made by the scholars was rapid. Mr. Roach is much beloved by his pupils, and is decidedly the best teacher we have had for years in our town. . . . . In noticing very favourably the recent examination of Mr. Scott's School at Oshawa, the *Freeman* remarks: Very few spectators were present, owing partly to the want of notice, and partly to that supineness so universal in Canada, manifested by the want of interest in school examinations, or in fact almost everything tending to encourage the learner. Parents and guardians stand very much in their own light when they absent themselves from the school-room on examination days. Neither should visits of parents to their children in school be confined to quarterly examinations; they should be frequent visitors, encouraging children and teacher, watching anxiously the progress made by the child—its bent of mind—its tastes and disposition; and supplying everything required to animate and aid the young student in cultivating and developing his mental powers. Were such a plan adopted, instead of driving children to school to get rid of them, much precious time would be saved, now lost forever, and our country would be blessed with an intelligent rising generation. . . . . The school in section No. 1, McNab, taught by Mr. Duncan Ferguson was examined on the 1st inst., in presence of the local superintendent, one of the trustees, and a considerable number of the parents. The large attendance at this school, is a most satisfactory and encouraging proof of free school system. Under the old *regime* the average attendance, out of a sectional population of school-going children of 120, seldom exceeded 30; whereas on the present occasion the number on the roll for the last quarter amounts to 108, and that in attendance this day to upwards of 80. The superintendent stated that this is the most nume-

rously attended school under his inspection. The examination was a very protracted one; occupying six hours—the time between the various classes being employed in singing. The children acquitted themselves quite satisfactorily in the various branches in which they were examined, and all were quite pleased with the ability and faithfulness displayed by Mr. Ferguson in conducting the school. The local superintendent addressed the pupils on the subject of "habit;" giving hints as to the formation of correct habits in acting their parts in life, and the benefits that result from training the mind to habits of purity, sobriety, and obedience. . . . . Were interesting occasions such as is referred to in the following extract from a recent letter in the *Brockville Recorder*, more frequent in Canada, the harmony of school sections would be greatly promoted. The remarks of the teacher, Mr. W. Plunket, are worthy of attention:—"On the 2nd inst., being the appointed day for the quarterly examination of the pupils of school section No. 1, Kitley, and No. 4, Elmsley, the examination was well attended by the parents; and a "pic-nic" was got up, and attended by a large majority of the supporters of the school. As the procession moved along, the pupils united their vocal powers, and sang various school pieces. Tea being over, a piece was sung, when Mr. Riddell read from the *Journal of Education* some selected pieces on the importance of education, the powers it confers, the duties of teachers and of parents: then more singing, after which Mr. Rutherford, in a short speech, addressed the meeting on the effects education produced by enlightening the mind, and qualifying man for enjoying life in all its diversities. The rest of the afternoon was spent in various kinds of amusements; old and young seeming to enjoy themselves well; and all went to their homes, pleased with themselves, their neighbours, and with the meeting. I would just say to those following the same calling as myself, and to every school division, that such meetings are productive of much good. They not only lighten the task of learning and teaching, but in bringing the different classes of people together in a social manner, where they see their children mingling together in love, all taught by the same teacher, and made obedient to the same rules, without any partiality for one more than another. It also leads parents to take a more active part with their children at home, in seeing that their teachers commands are obeyed.

*Celebration at Union School, No. 1, Moulton and Sherbrooke.*—

The examination of the pupils of this school took place on Thursday, the 1st inst. The children were examined by the teacher, Mr. Abraham Lawder, in the several branches of education in which they had been instructed, and their proficiency was really remarkable, considering the very short time that they had been under tuition. In geography they chiefly excelled; this Mr. Lawder said, had been their favourite study, and they certainly appeared to take a great pleasure in examining the globe and maps, and in answering the questions which were put to them on this interesting branch of education. There did not appear to be an island, a city, a river, a mountain, or a lake, of any note, of which they could not tell the name and position, &c. At the close of the examination the children sang a hymn, and the exquisite sweetness of their voices, as they blended together in song, inclined us greatly to a belief in Luther's assertion, that music and singing were essential parts of education. The company having been regaled with a cold collation, L. J. Weatherby, Esq., Reeve of the united townships, was called to the chair, who after making a few remarks on the nature of the meeting, called upon Mr. T. Tipton, of the *Independent*, who, in a brief speech, contrasted the state of educated countries with that of those in which the intellectual and moral cultivation of the people was neglected. H. Hyatt, Esq., then made a few remarks, with much ability, showing the value and advantage of education to persons in all ranks and conditions of life. Mr. Jones and Mr. Miller also addressed the company. Mr. Lawder, whose engagements that day expired, then took leave of his scholars in a very affecting manner, and made some most just and sensible remarks. We cannot close the account of the proceedings, without giving to all concerned the highest credit; to the scholars for their industry, application and proficiency; to the inhabitants of the section, and the trustees in particular, for the manner in which they have organized one of the best schools, and built one of the prettiest school-houses in the country, in a section where, a very short time ago, education was but little thought of; and, above all, to Mr. Lawder, for his tact in managing the scholars, and for the rapid progress which the school has made under him; and which has been effected without the use of harsh means, as we were assured that he rarely, if ever, had recourse to physical punishment.—[Independent.]

*School Celebration, Township of Gainsborough.*—A spirited celebration of the common schools of the township of Gainsborough, was held in Capt. Taylor's grove, near the little village of St. Ann's, on Friday, the 21st ult. Everything connected with the whole affair, demonstrates with what energy educational matters are being carried forward in that township. From the report we learned that there are twelve school sections, in all of which schools in efficient operation are established. These

sections were all represented on the occasion; eight of them sent their entire schools—teachers and children—each of which provided separate tables, sumptuously spread with all the substantial and delicacies of the season. The speakers—Mr. Douglass Griffin, Revs. Messrs. Bell, Haney and Griffin, Dr. Callendar, and A. Morse, Esq.,—were generally remarkably felicitous and interesting in the speeches which they delivered. Without particularising upon the speeches, arrangement, numbers present, general appearance and order, we may just say, all things combined to render the occasion one of unusual profit and pleasure. It is worthy of remark, that there is a perfect union of feeling and operation among all the schools of the township. They appear to be carrying out, literally and energetically, the present school system of the province, and the interest displayed by the children, the rapid improvement made in the various branches of Common School education, afford a very pleasing testimony to its efficiency and adaptation to the wants of the youthful community. The superintendent, Jacob Kennedy, Esq., is unquestionably endowed with the qualifications essential to the office he is called to fill. He manifests an unusual degree of interest in the prosperity of the schools under his care, and seems fruitful in suggesting plans of operating peculiarly calculated to secure general prosperity. The want of such men is seriously felt in many parts of the country, and we have no doubt that the greatest proportion of complaints which have been urged against our school system would never had an existence if it had received, in every instance as fair a trial as it is now receiving in Gainsborough.

*Malahide School Celebration.*—From the letter of a school Visitor in the *Prototype*, we learn that the annual school celebration, of the township of Malahide, was held on the 25th ultimo, at the village of Aylmer, in a beautiful orchard. By ten o'clock our fine village was all alive, every street, road and avenue being crowded with persons of every age, sex and condition in life, clad in their best attire. There must have been about two thousand persons present. At half-past ten o'clock, a procession was formed, extending a mile in length; in front was the Vienna band, discoursing in sweet strains; then followed the school divisions of the township, in regular order, accompanied by their respective trustees and teachers, drawn by twenty-five four-horse carriages, each division bearing a beautiful banner, with an appropriate motto. How many two-horse and single vehicles, exclusive of the cavalcade, I could not correctly ascertain, being so attracted by the lovely banners, and endeavoring to catch a glance of their mottos, as they passed, a few of which I shall here give—Dig deep in the mines of knowledge; Knowledge is our guide; Knowledge is power; The road to eminence; We seek a treasure more precious than gold;—and all the rest equally as appropriate. The good things of this life being disposed of, the public examination of the scholars was the order of the day. Two hours being spent in this exercise, enlivened at proper intervals by the "voice of melody." Where all acquitted themselves well, it would be almost invidious to single out any one on which to bestow merit; yet, I cannot omit noticing two, the one in ancient history, the other in geography; the former taught by a young lady. The pupils of this school seemed quite at home among the kings of Israel, Assyria, Rome, &c. The latter was the Aylmer school, taught by Mr. McIntyre: they seemed to have the whole globe imprinted on their minds. How delightful to see these two branches of knowledge go hand in hand, in close alliance with each other. An acquaintance with the surface of the globe is the preface to the study of human nature, manners, and institutions which have figured upon it—the empire of the one being place; that of the other, time—the one fixing the scene, the other delineating the events which have marked the progress of mankind. The great statesman, Burke, says, "Geography, though an earthly subject, is a heavenly study:" and, says another, "He that knows, history adds the experience of former ages to his own: he lives the life of the world." Especially, he learns the origin and character of his country's laws and institutions, the sources of its prosperity, and therefore the means and duties required for the advancement of its interests. Lord Bacon has therefore appropriately said, "Histories make men wise:" and, in accordance with the mottos of the children's banners, "Knowledge is power, and the sure way to eminence." From the specimens of vocal music, given by Mr. McIntyre's children, one cannot but rejoice that it is being introduced into the elementary instruction of our entire country population. Music, it must be remembered, is one of the fine arts: "It therefore deals with abstract beauty," from finite to infinite, and from the world of matter to the world of spirits, and to God. A few nice little pieces were spoken by the children on Sabbath-breaking, innocence, politeness, temperance, and a visit to the tavern. Thus ended this part of the exercises. Two or three gentlemen had been engaged to deliver addresses, but, from the lateness of the hour, and the impossibility of being heard by more than one-half of the vast assemblage, it was found inconvenient to fulfil this part of the engagement, and, at the request of the committee, the Rev. Mr. Kennedy gave an address of about fifteen or twenty minutes' length, at the close of which a general procession of the children through the village closed the scenes of the day, to be remembered with pleasure by the children and their

parents, till the next returning anniversary. I was proud to see such an excellent staff of teachers—young ladies and gentlemen, of intelligence and moral worth. Under such tuition, and with such facilities for the improvement and development of mind, the rising generation must be far in advance of the present in intellectuality.

*Barrie Grammar School.*—The annual examination of the Barrie grammar school was held on the 28th and 29th of June. A number of ladies and gentlemen from the town and neighbourhood were in attendance, and took a lively interest in the proceedings. His Honor Judge Gowan, and the Rev. Thomas Lowry were present. The trustees were assisted in the examination by the Rev. Garrett Nugent, Messrs. Walker, Newman, Hopkins and Davies. Undoubtedly it speaks most favourably for the educational powers of the head-master of the school, F. Gore, Esq., and it is a gratifying fact to be able to state, that during the past year, several young men, who look forward to filling the situation of teachers of our common schools, have been in attendance at the Barrie grammar school.

*Victoria College.*—A note received from the Principal of Victoria College, informs us (*Christian Guardian*) that "the present session of this institution has opened under the most encouraging circumstances. About seventy students are already in attendance, and more are daily arriving. The agent, Rev. S. D. Rice has commenced his work, and we trust our friends will be prepared, by the ready purchase of scholarships, to render his agency highly successful. Persons wishing to obtain scholarships, can be accommodated by application to the agent himself, or to the Rev. S. S. Nelles, A. M., at Cobourg."

*Union School Peterboro'.*—From a letter from Mr. Galbraith (who has been lecturing with some success in Peterboro' on education) in the *Port Hope Watchman*, we make the following extracts:—Having last week visited the Union school of this town, I was delighted with the orderly conduct of the scholars, and the proficiency which they manifested in the various branches which they are taught. The head-master, Mr. Benson, labours hard to teach intellectually; and it must be confessed that his efforts are crowned with success. Further it appears that moral suasion is the grand instrument which he uses to secure obedience. The appeal to the higher faculties of the soul will not only strengthen their faculties themselves, but will repress the activity of the animal feelings. It is gratifying to learn that the "law of love" prevails in the Union school. I was pleased to observe that the study of physiology has been introduced. Physiology is unquestionably one of the most useful sciences. When its principles are better known we shall have less disease and misery in the world. There is no science that more beautifully displays the wisdom and benevolence of the Deity than this. The Union school, under its present management, needs only the fostering smiles of the community, to render it one of the most useful institutions of the country. A general complaint among the teachers is that the public do not appear to take much interest in the success of the school—that they seldom have visitors. This complaint, I am convinced, will not be made when the people become fully aware of the high character which the school merits in an intellectual point of view. Frequent visits from interested friends, and even from strangers, would have a tendency to encourage both the teachers and the taught.

## BRITISH AND FOREIGN.

### MONTHLY SUMMARY.

On the 4th ult., the annual Eton College speeches were delivered in the presence of Prince Albert, and a number of the nobility and foreign ministers. One of the lads, named Evered, boldly recited Burke's celebrated speech against taxing the American colonies. The reporter of the *London Times* says that "this, in the presence of Mr. Abbott Lawrence, had a marked effect, and was loudly applauded.".... Yesterday afternoon, June 22nd, a splendid gold salver was presented to the American Episcopalian Bishops, who are on a visit to England, by the members of the University of Oxford. .... Mr. Macdougall, professor of moral philosophy in New College, Edinburgh, has been elected professor of the same chair in the university, by twenty votes of the town council, against twelve given to professor Ferrier, of the University of St. Andrews. .... The Newdigate prize for English poetry, at Oxford, has this year been awarded to Edwin Arnold, of University College, the subject being—The Feast of Belshazzar.

*Meeting of the English National School Society.*—The annual meeting of the National Society was held at the Sanctuary, Westminster, this year. The Archbishop of Canterbury, (who presided,) in opening the meeting, observed that the wise and vigorous measures commenced more than twelve years ago, for promoting education, by improving the qualifications and character of the teachers, were beginning to tell upon the rising generation. A ballot for four gentlemen to serve on the Committee resulted in the election of Sir W. P. Wood, the Rev. Canon Wordsworth, the Earl of Romney, and Mr. Mathison. The Rev. J. G. Lonsdale, Secretary to the Society, then proceeded to read the report, which contained the follow-

ing statements:—"Since the last report the treasurer has been authorised to pay from the Queen's letter fund outstanding grants amounting to £7,000, voted by the committee in former years. These grants have assisted the applicants for aid in providing accommodation for 27,190 scholars, and in building 104 teachers' houses. There has, therefore, during the past year been added, with the help of the society, room for 29,164 children in 237 schools, either built or enlarged, together with 113 new teachers' residences. The number of schools placed in direct union with the society during the past year has been 202, making a total of 9,831 schools united to the society. The committee have begun to erect new buildings in Victoria Street, Westminster, for the training of teachers. Towards this object liberal subscriptions have been given, in addition to which there is still required a sum of £5,000 to complete the buildings, and £14,000 for the purchase of the site." It having appeared that the teaching of the Catechism had been suppressed in some of the schools in union with those of the National Society, the committee had decided to institute an inquiry, with a view to its restoration. By a minute of the privy council committee on education, dated the 12th of June, the observance of the regulations of the late government restraining clerical authority in the exclusion of books, and the suspension or virtual dismissal of teachers has been rendered optional. This relaxation of an essential regulation has been strongly censured by Lord Lansdowne and Lord John Russell, and the Earl of Derby has promised that no aid will this year be given to those schools whose clerical patrons act under the new permission.

*Education in India.*—From a parliamentary paper, just printed, it appears that in the season of 1850 there were 23,163 students in the several schools and other establishments for education maintained at the public expense in the several presidencies of British India. An extract is given from a despatch to the Government of Fort St. George on "Bible Classes." The council of education proposed that the Bible should be included in the studies of the English classes, attendance on the bible class being left optional. As the provincial schools and the Madras University were for the special instruction of Hindoos and Mohamedans in the English language and the science of Europe, it was considered not expedient or prudent in any way to interfere with the religious feelings and opinions of the people. All such tendency had been carefully avoided at both the other presidencies, where native education had been successfully prosecuted.

## UNITED STATES.

### MONTHLY SUMMARY.

Samuel B. Woolworth, Esq., A.M., formerly of the Homer Academy, has been appointed principal of the N. Y. State Normal School, in place of professor Perkins, resigned on account of ill health. Professor Silas T. Bowen, who had previously resigned, is to continue in the institution, the causes which had induced his resignation having been removed. The inhabitants of Dublin, Maine, celebrated the hundredth anniversary of the settlement of that town, on the 16th inst. Among the letters received from invited guests was one from the Hon. Samuel Appleton, of Boston, detailing some very pleasant reminiscences of his school-keeping in Dublin when a youth, and enclosing his check for \$1000 for the benefit of the common schools of that town. A private letter states that Gen. Urquiza, who succeeds Rosas as Governor of Buenos Ayres, has authorized the reading of the Bible in schools, and has made liberal appropriations for their support.

*Princeton College, New Jersey.*—The college buildings stand on the edge of the famous battle-field on which Washington triumphed and Mercer fell. The whole college having been occupied alternately by the contending armies, its walls still show the marks of the cannon balls discharged against them. In the picture-gallery of the college, among the portraits of its illustrious presidents and benefactors, a conspicuous place is given to a full length portrait of Washington, with the dying Mercer extended at his feet. This picture is the work of the elder Peale, who formed part of Washington's military family, and it occupies the same massive English frame which, before the Revolution, contained the portrait of George the Second, which was shattered by an American ball, in one of the skirmishes which preceded the battle of Princeton. In the library of the college may be seen the famous orrery, constructed by David Rittenhouse, which was carried away by the British troops during the war, but afterward returned.—*Correspondent N. Y. Commercial Adv.*

*Antioch College, Ohio.*—The corner stone of this college was to have been laid on the 23rd ult. Antioch College is the result of a united effort of the whole denomination of the people called New Lights, or Christians, throughout the country, and is now endowed with nearly \$200,000 in scholarships, at \$100 each. The buildings are being erected upon the most extensive plans, and when completed, will be the largest

and most imposing in the state. The main building is one hundred and ninety feet long by one hundred and fourteen wide, four stories, with towers and minarets. The dormitories, two in number, will be each one hundred and sixty feet long, by forty feet wide, and four stories high. The institution is to be conducted on liberal principles, and anti-sectarian. The Hon. Horace Mann is to be President of the institution. His services have been secured, and he will make arrangements to remove here during the next twelve months.—[Ohio Statesman.]

## Literary and Scientific Intelligence.

### MONTHLY SUMMARY.

Among the emigrants about going to Australia is Mr. Robert Hartwell Horne, the author of *Orion*, and other fine poems. Wm. Howitt has also gone to Australia. One of the witnesses examined before the parliamentary committee on the electric telegraph companies, gave a specimen of the secret cypher system employed by Messrs. Willmer & Smith, who supply news to various daily papers. The following is part of the American president's message done after the style in question:—"Bagerility: Beritimolonum: Gobencummy: Pursevericuly: Harisbalena: Wateroloritilo: Figurtutimoly: Aceditumony: Tivengacity: Marigrudmaio: Duligericulem. S. Q." Cobbett, in his grammar, used to illustrate the meaning of a noun of multitude thus—"The house of commons—a den of thieves." Among the latest discoveries at Nineveh, one coffin was found containing the body of a lady of the royal house; many of her garments were entire, also the gold studs which fastened her vest. The most singular discovery, however, was a mask of thin gold pressed upon the face, so as to assume and retain the features of the deceased. A new literary society has been established in Paris, the operations of which cannot but be beneficial to the French nation, *Societe de l' Histoire du Protestantisme Français*. M. Guizot has accepted the Honorary Presidency of the Society. On the 1st of June, the submarine electric telegraph between Howth and Holyhead was completed, and messages were transmitted from Dublin to London. The cable consists of a single copper wire, perfectly insulated by gutta percha, and protected by an outer covering of iron galvanized wires. To secure further safety from the action of the tides and the sharp rocks, the iron coating is doubled for a considerable distance from each coast. The length of the wire is seventy miles, and the whole was laid down on Tuesday, under the direction of Mr. Newall and Mr. Statham, of the Gutta Percha Company. A grand project has been proposed at Paris by the Abbe Moigno, a scientific writer of some note. It is to establish in the Bois de Bologne, a relief of Europe, with all its towns, cities, rivers, lakes, railways, mountains, and forests. Each country and each town would occupy space exactly proportioned to their real extent; every mountain would resemble in geological construction and form, that which it would represent; and every river and railway would be of real water and real iron, and in length so many yards to the mile. If one of the Paris journals is to be believed, M. Thiers has long been preparing materials for a "History of Civilization." The last number of the 'Literary Gazette' for Sweden contains some interesting statistics of Swedish literature, journalism, and science in the year 1850. In that year 1,060 books and 133 journals and periodicals were published in the country. Of these books, the works on theology are by far the most numerous, for they muster to the strength of 182; next comes jurisprudence, with 123 law books; history, philology, medicine, mathematics, average from 30 to 80 works; and the number of treatises on the fine arts dwindles down to three. 156 novels were published, chiefly translations from English and French works. Of the 113 Swedish newspapers, 16 were published in Stockholm. The extraordinary industry of M. de Lamartine, since he was precipitated from political life by Bonaparte's *coup d'etat*, has more than once been noticed in this journal. In addition to the works—a long list—which he has already contracted to write—to his "History of the Restoration," now in progress of publication—and to the writing, compiling, and editing of a sort of monthly biographical magazine, called the *Civilisateur*—he has written, and is about to publish, a history of the First Constituent Assembly of France. Active preparations are being made at Belfast, among the influential residents of that city, for the reception of the British Association for the Advancement of Science. The meeting is appointed to commence on Wednesday, the 1st of September, under the Presidency of Colonel Sabine, and all the sections, we are glad to hear, will be accommodated in one building—Queen's College. Invited on this occasion to the centre of academical instruction and commercial industry in the North of Ireland, the Association will assemble in a district full of natural beauty, rich in geological phenomena, offering many attractions to the botanist and zoologist, and presenting facts of the highest importance to statistics and ethnology. The opening of the Irish Industrial Exhibition has taken place with great pomp and auspicious success. The Lord



Lieutenant, with his vice-regal court, has done everything to give official dignity and sanction to the scene. Processions, speeches, dinners, inauguration odes, and all kinds of pageantry, have marked the occasion. The Earl of Eglington's speech presents an able and interesting view of the history and objects of the Exhibition, and the results expected to flow from it. The *morals* of the whole may be summed up in one of his Lordship's sentences—"If Ireland has been able to do this in three months, what might she not do in three years?" It was only in the month of January of this year that the proposal was first made for an Exhibition at Cork of the industrial products of the Province of Munster. After much loss of time, the idea was extended to that of a National Exhibition, and a committee was formed in Dublin to co-operate with that at Cork. In three months the labours of these committees have prepared an Exhibition highly creditable to Irish genius and industry. . . . The Turkish government has issued a mandate, forbidding the publication of unauthorized books. . . . A scientific exhibition is about to leave England for the exploration of certain portions of the Pacific. It consists of the frigate *Herald* and the steamer *Torch*. Some of the best naturalists and medical men of the country are to go with it, and all the drawings are to be photographic. . . . Dr. Moritz Wagner and Professor Scherzer, of Vienna, have recently arrived at New York, with a view to begin a thorough exploration—scientific, social, political, and statistical—of America.

*The Mysteries of Science.*—A series of articles are being published in the *Allgemeine Zeitung*, by Baron von Reichenbach, under the title *Odytisch-magnetische Briefe*, (Odytic-magnetic Letters) in which he lays claim to having a new fluid, or rather a new dynamic element in nature. This element he calls "Od," a name whose etymology he has not yet explained; and those who are subject to, and can perceive its influence, he distinguishes as "sensitive." These are the persons who are generally regarded as capricious and whimsical; who cannot bear the colour of yellow, while more than others they love the colour of blue; who hate to look at themselves in a glass; who will not sit on the middle of a bench with others, but insist on having the corner seat; who cannot sleep on the left side, &c. Procure a natural crystal, as large a one as possible, either a gypsum spar, of about eight inches long, or a sulphur spar, or a Gothard rock crystal, of a foot long, and lay it horizontally across the corner of a table, or the arm of a chair, so as to leave the two extremities free. Then bring the sensitive person up to it, with directions to hold the palm of the left hand towards the end of the crystal, at the distance of three, four, or six inches. In the course of a minute he will tell you, that from the apex of the crystal a cool current strikes the hand, but that when the hand is held towards its base, a sensation of lukewarmness is produced. In order to test whether sensitive persons could see something emanate from the crystal, on a dark night, (May, 1844) Reichenbach carried a large rock crystal to the house of a highly-sensitive young lady, Miss Angelina Sturnann; by accident her physician, Professor Lippich, a well-known German Pathologist, was present. They produced perfect darkness in two rooms, in one of which Reichenbach placed the crystal in a place unknown to all but himself. After a brief delay in the other room, in order to accustom the eye to the darkness, they led the young lady into the room where the crystal was. Almost immediately she pointed out the spot where Reichenbach had placed it. She said that the entire body of the crystal was glowing with a delicate light, and that at its apex was in constant waving motion a flame of blue colour and bell shape, as large as one's hand, now and then sparkling and disappearing in a sort of fine mist. At the other, or flat end of the crystal, she saw a slow red and yellow smoke. This experiment has since been followed by thousands of others with crystals, in countless variations, down to the present time. The fact has been demonstrated by a great number of sensitive persons, that the sensations produced by crystals are accompanied by appearances of light, which are blue and red, and yellow, from the opposite poles of the crystals, and are perceived by sensitive persons alone. A number of equally extraordinary phenomena are explained; and the author promises to show, hereafter, that they are inferior either in extent or importance to none that have obtained a place in physical science.

*Chemical Appliances to Industry.*—Dr. Playfair, speaking of chemical appliances to industry, as a characteristic of advancing civilization, remarks:—European nations, as they increase in wants, examine every material to see if it be adapted to their ministrations; they observe and investigate the phenomena and properties of each body, so as to ascertain how far it may be subservient to their desires. In these investigations, Chemistry offers vital aid: she, like a prudent housewife, economises every scrap. The horse-shoe nails, dropped in the streets during the daily traffic, are carefully collected by her, and reappear in the form of swords and guns. The clippings of the travelling tinker, are mixed with the parings of horses' hoofs from the smithy, or the cast-off woollen garments of the poorest inhabitants of a sister isle, and soon afterwards, in the form of dyes of the brightest blue, grace the dress of courtly dames. The main ingredient of the ink with which I now write was possibly once

part of the broken hoop of an old beer-barrel. The bones of dead animals yield the chief constituent of lucifer matches. The dregs of port-wine, carefully rejected by the port-wine drinker in decanting his favourite beverage, are taken by him in the morning in the form of Seidlitz powders, to remove the effects of his debauch. The filial of the streets and the washings of coal-gas reappear carefully preserved in the lady's smelling-bottle, or are used by her to flavour blancmanges for her friends. This economy of the Chemistry of Art is only in imitation of what we observe in the Chemistry of Nature. Animals live and die: their dead bodies, passing into putridity, escape into the atmosphere, whence plants again mould them into forms of organic life; and these plants, actually consisting of a past generation of ancestors, form our present food."

*Electric Phenomena.*—At a recent sitting of the French Academy, M. Biot communicated the following interesting account of some very curious electric phenomena in Paris. The circumstances were brought before him by a young gentleman who was the subject of the phenomena, and in whose veracity he has the greatest confidence. "I was walking home," says the latter, "on the evening of the 17th of May, when, an extremely loud thunder clap, occurred. I had not advanced fifty paces when a second thunder-clap, accompanied by lightning and rain, caused me to run. Instantaneously I perceived myself to be enveloped by so powerful a light that my eyes ached considerably, and at the same moment my hat was hurled from my head, although there was not a breath of wind. The pain in my eyes became so great that I was apprehensive of being struck blind; but the rain which now fell in torrents on my head, recovered me very quickly from a state of bewilderment, which may have lasted seven or eight seconds, and I perceived that my eyesight was unimpaired. On going to bed I took out my watch, and I became then aware that the electric fluid had passed through the left pocket of my waistcoat. The chain to which my watch was attached was not damaged, but the swivel was destroyed. A gold ring, confining several trinkets, was severed in five places, and the watch-key, which was made of steel plated with gold, was carried away, but the gold plating remained perfect. A small silver pocket compass had its poles inverted. In the morning, happening to wind up my watch, I found that the works were in order, and that the effect of the electric fluid upon them seemed to be limited to causing the main spring to run down. In the same pocket with his watch were a small medallion, in Berlin iron, circled with gold, and a small gold key; these had disappeared, through the hole in my waistcoat pocket. As for myself, I felt no other inconvenience than a stiffness in my spine, such as might result from severe physical labours, but neither my skin nor my clothes, with the exception of my waistcoat, showed any sign of the electric fluid. During my residence in Spain, I contracted the habit of wearing over my shirt and under my waistcoat, a sash of red silk wound five or six times round my waist. May not this silk sash have acted as an insulator? My money, which was in a purse in my trousers pocket, on the same side as my watch, was untouched."—[Athenæum.

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