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# JOURNAL OF EDUCATION,

Upper  Canada.

VOL. XIII.

TORONTO: MARCH, 1860.

No. 3.

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## REASONS FOR HOLDING THESE SCHOOL CONVENTIONS.

In commencing his remarks, Dr. Ryerson said that: Before submitting to the Government a draft of a bill for the further improvement of the Public School Acts, he felt it to be his duty to hold these County Conventions for the purpose of ascertaining what were the deficiencies in the present law. He had taken a similar course before the passing of the Common School Law in 1850; also before the passing of the Supplementary Act in 1853, and before the establishment of Public School Libraries. Before laying the foundation of our present system of Public Instruction, he had visited every Country in which there was a regularly established system of education, in search of information. He regretted that the multiplicity of his labors precluded his visiting each portion of the Province more than once in five years. But before making any additional improvements in the present Public School Acts, he had thought it but fair to consult the country on a matter in which all were so deeply interested, and to embody in a bill the views of the principal educationists, as far as practicable.

## TOPICS FOR CONSIDERATION AT THE CONVENTIONS.

The chief object of these School Conventions, Dr. Ryerson said, was to consider the adaptation of the system of Public Instruction to the present more advanced state of education in Upper Canada, and to see how far that System might be improved. He also proceeded to explain the principles upon which our Common School system was based—each county, township, city, and village having the management of its own schools, irrespective of Government interference. The principles and practice of free government were thus brought home to each man's door. He further remarked that there were three subjects which he thought should engage the attention of the present meeting, viz.:

- The *first* related to the case of VAGRANT CHILDREN;
- The *second* embraced the subject of FREE SCHOOLS;
- The *third* referred to public GRAMMAR SCHOOLS.

### 1ST.—EXPEDIENCY OF A TRUANT LAW FOR VAGRANT CHILDREN.

With regard to the first, two judges of the land had noticed in their charges to the juries the evils arising from vagrant children being allowed on the street. Men of the largest property in the country have admitted their readiness to be taxed for a system of Public Instruction; but they justly complained that those who most required education, were not

## THE RECENT COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

In accordance with the circular from the Chief Superintendent of Education, published in this *Journal* for January, the several County School Conventions have been held, and the result has been most satisfactory and encouraging. The attendance generally was large, including persons from various parts of each County. The greatest interest and even enthusiasm were felt by those present, and a wish was repeatedly expressed that the official visits of the Chief Superintendent would be more frequent, so that by mutual conference and consultation, difficulties would be removed, objections answered, and all parties more closely united in the promotion of that great and patriotic object—the universal education of the people.

At each convention, the Chief Superintendent delivered an address, explanatory of the objects of his tour, as well as of the steps which had been taken by the Educational Department, since his last visit, to supply the wants, and to elevate the character and condition, of the Public Schools. The address also contained such practical suggestions and remarks as were deemed appropriate to the occasion. The substance of this address we give below.

The resolutions passed at the several meetings will be found on pages 36 to 41.

compelled to avail themselves of the privileges afforded. Two modes of dealing with vagrant children have been spoken of. The first was as to whether there should be a positive enactment compelling parents to keep their children at school during a defined term of years; the second (which had received the most general support) was to empower municipalities to compel attendance, or, in case of wilful neglect to attend school, to inflict a slight fine or punishment either on parents or their children. By this mode, each municipality could control its own vagrant children much better than could the general government. It might be objected to, that this would be invading parental rights; but the answer to this was: First, that where compulsory education exists, the legitimate rights of parents are really not infringed upon; second, that children have their rights, which they have derived from their Maker, and which parents cannot take away. And on this principle, it was the duty of the State to protect the weak and helpless. A parent has no right to maim or to starve his child; much less, to maim or starve him mentally or morally. The State would interfere, and assumed the right to do so, in the one case,—why not in the other? In the third place, States have a right to protect themselves against the injury arising from children being thrown upon society as uneducated vagrants. It was a duty of the existing adult population to promote, as much as possible, the education of the rising youth, and they might depend upon it that the country would be just what they chose to make it, religiously and educationally. He was inclined to favor compulsory attendance at some schools—not necessarily at the public schools. Republican Switzerland had vigorous laws on this subject, more so than even despotic Prussia, where children, between the age of seven and fourteen years, were compelled to attend school. There were doubts as to whether this did not interfere with the rights of parents. The Prussian view was, that it was due to society, that every child should receive an education that would fit him for his station in life. In Switzerland a law is vigorously enforced compelling all children to attend school, and officers are appointed whose duty it is to warn them first, and then, if they neglect it, to bring them before a magistrate for punishment. Children in that country cannot be apprenticed to a trade or business until they have undergone an examination before a board similar to the County Board of Examiners. If the boy were to be a tanner, he was examined in chemistry; if a mechanic, he was examined in the science of mechanics. Dr. R. next referred to the sound views entertained by the Pilgrim Fathers on education, and mentioned the fact that a plea of a notoriously neglected education was allowed in arrest of judgment, in the case of minors. In Iceland, too—where, notwithstanding the climate was rigid, the hearts of the people were warm and open—a law existed that a minor could not be convicted of a crime before inquiry had been made as to the state of his education; and if it was found to have been neglected, and his parents were at fault for the neglect, the minor was acquitted, and the parents punished in place of the child. In some parts of New England, truant laws were now in force.

#### 2ND.—THE EXPEDIENCY OF A LEGISLATIVE FREE SCHOOL LAW.

The next subject he intended to introduce was that of Free Schools. The great majority of people were under the impression that the system of free schools should now be imposed by Act of Parliament, as the annual school meetings designed at first to afford an opportunity of discussing this question had ceased to throw any new light on the subject; and even the opponents of free schools, who were generally defeated at every annual meeting, were desirous of having Free Schools imposed by law, and thus save the annual return of an acrimonious discussion leading to no good result. He doubted the expediency of a compulsory law upon the subject at present, for, by the law as it exists, Boards of School Trustees could establish free schools, and many of the schools in the country were supported upon that principle. But it is for the public to judge whether or not they should all be placed by Act of Parliament upon the same footing.

#### 3RD.—THE IMPROVEMENT OF THE GRAMMAR SCHOOL LAW.

There was no doubt that the Grammar School Law, as it now stood, was very defective, and that no longer delay should take place in improving it. It seemed perfectly clear to him, that Grammar Schools could not be made better than they are, or in fact, could not be kept in the condition that they now are, unless further provision was made for their support than at present existed. It was the best economy to make Grammar Schools efficient. To make them efficient further means must be provided for their support. Two means had been suggested; one was that Grammar Schools should be established in every city and town municipality, and that such municipality should raise a proportionate sum, in order to receive the legislative grant. The other suggestion was, that the County Grammar Schools should retain the original character which they had obtained of being County Schools, before the pre-

sent system of public schools came into operation. He was of opinion that the whole country should be linked together, as it were, for the support of the Grammar Schools, and that the County Councils should be called upon to raise an equal sum with the Boards of School Trustees, a proportionate number of the trustees being now appointed by these Councils. Heretofore, County Councils have declined to impose a special assessment for Grammar School purposes; but as an inducement for them to do so, it was proposed that the Grammar Schools should be made free to the youth of the whole county, so that any farmer who would wish to give his son a superior education, or any young man who should desire to give himself a superior education, and who has the means of boarding himself in the city, should have the door open for his advancement. Young men might be assisted in their own neighborhoods by loans or subscriptions so as to raise a sufficient sum for their board in the city during the school term; and it was known that some of the most distinguished persons of every country have been those who obtained their education under difficulties of this kind. The whole subject would, doubtless, receive the fullest consideration from the meeting, so he would now proceed to other topics.

#### EDUCATION OF CHILDREN ONE OF THE FIRST DUTIES OF PARENTS.

Dr. Ryerson next proceeded to urge parents to consider it as one of their first duties to give their children such an education as would enable them to take care and make a proper use of property that might be left to them, or what they might make themselves by their own industry. He was rather against parents leaving their sons large fortunes, as it led them to be idle and careless, and sometimes dissipated, but considered it to the advantage of parents to settle a dowry on their daughters, as they generally took better care of it. He said he knew many young men who had received large fortunes from their parents, and had sunk into obscurity, while those that had been brought up to industrious pursuits in agriculture, &c., had made fortunes for themselves, and were among the first men of the country.

#### INFLUENCE OF AN ATTRACTIVE SCHOOL-HOUSE AND A GOOD TEACHER.

It was highly desirable to remove, as far as possible, all obstacles that might interfere with the education of youth. The very place of instruction should be rendered as attractive as possible. If the school-house should happen to be the meanest house in the neighborhood, as it not unfrequently was, the impression of the children attending it would naturally be that it was one of the meanest things in the world to attend school. It was requisite that the interior of the school-house should be rendered as clean and comfortable as possible. There was much true philosophy in the erection of a good school-house. Teachers, also, should be the most attractive persons in the estimation of their pupils. They should see to it that they conducted themselves in their bearing and their whole manner towards the school children as kindly as possible; for the art of kindness would surely make itself felt, and when teachers had secured the affection of their pupils, so as to command respect and attention, they would be in a position to exert the best influences for the education of the youth in their charge.

#### RESPECTFUL TREATMENT OF THE TEACHER BY PARENTS.

It is also necessary for parents to speak of the teacher in terms of esteem, and to treat him or her as respectfully as possible. If children heard their parents speak disrespectfully of the teacher, it was not likely that they could receive any good from him. It was frequently the case that parents themselves raised an impediment to the instruction of their children by speaking disrespectfully of the teacher. Even should circumstances arise that would render the teacher's removal from the school desirable, yet that impression should not be given to the children, while the teacher held his situation in the school. Parents should exert every effort to call forth the religious, moral, and intellectual powers of their children. It was of importance that both teacher and parents should combine and use every endeavor for the advancement of the education of youth.

#### TWOFOLD NATURE OF OUR SYSTEM OF PUBLIC INSTRUCTION.

In the system of public instruction in this country there are two parts: that which pertains to the people and that which devolves upon the executive government. In every country where the people are educators of their own children, the erection and extension of schools depend entirely upon their co-operation; and the character of the instruction given in every educational establishment is an expression of the people themselves upon the question of education. The municipal institutions of Upper Canada were established by the late Hon. Robt. Baldwin. Those institutions embodied the principle of local self-government, and its tendency was to enlarge the public mind and will of the community. In 1850, Mr. Baldwin and himself devoted two or three days to the examination of every sentence, clause, and, he might almost say, every word of the School Act,

which was the basis of our system. All that he requested of Mr. Baldwin was the application of the principle of self-government to the School Law; and with that consistency which ever characterized him, he gave his consent. In a despotic country, everything is done for the people; and the children and people are but partially educated, because they are not taught to rely upon themselves.

#### VOLUNTARY CHARACTER OF THE PUBLIC SCHOOL SYSTEM.

The Common School system of Upper Canada was entirely a voluntary one with respect to municipalities. They can tax as they please to support schools, and they can refuse to sustain them if they please. For example, the village of Richmond, in the County of Carleton, has never elected trustees nor organized its school system, and what it has done all other municipalities might also do. The system is thus the work of the people themselves. The Government does not levy a single penny of a school-rate. No country in Europe had such an efficient school establishment as Prussia; but there everything begins and ends with the Government—it was purely a Government institution; it was not founded by the people; it was not managed by them, and consequently it did not confer those advantages which would have followed had the system been managed by the people, as in Canada. Here the system begins and ends with the people. No school-house can be built, no teacher employed, no rate levied, except by the concurrence of the people. It was true that it was not voluntary as to the individual, but it was certainly voluntary in regard to the municipality. Any county, city, town, or village, if it did not approve of the school system, could abolish it to-morrow. The only thing to be done in such a case would be for the municipality to decline to receive the legislative grant and to cease to levy a local rate. As to the question, how far Government should interfere in the management of such a system, he would say, that Government should do nothing that the people could more effectually do for themselves.

#### NECESSITY FOR A UNIFORM SERIES OF TEXT BOOKS.

The selection of text books was, however, one of those things which could not be left to the municipalities themselves without much injury, as by this means we might soon find ourselves in the same position as in one of the United States, where the late Hon. Horace Mann stated they had three hundred text books; whereas no country needed more than twenty or thirty text books.

#### SELECTION OF THE NATIONAL BOOKS FOR CANADIAN SCHOOLS.

The first thing which the school authorities of this country did in 1846, was to select these twenty or thirty text books, and then to render them as accessible as possible to the public. The Irish National Series of School Books were adopted as the common school books for Upper Canada, being the most unobjectionable and at the same time the best that could have been introduced. These books were compiled with great care and by some of the most eminent educationists of Ireland. They were the works of practical school teachers and not of theoretical men. When these books were in type a proof copy was sent to each member of the National Board, consisting of Protestant and Catholic Bishops, and other gentlemen, selected from the different religious persuasions. It was understood that any objection that might be raised by any member relative to the contents of a book, should be settled before the book was published or allowed to be printed. Archbishop Whately told him (Dr. R.) that during the time these books were going through the press no question was raised that was not amicably and unanimously settled without there having been any necessity to expunge or alter any of the sentences of the different authors. Those books, then, were unanimously prepared, and thus prepared they came before the public with a prestige above all private authority. They were adopted as text books by Provincial authority, and to render them accessible, two methods were proposed—first, to import them, and next to reproduce them. The importation of these books by Canadian publishers and booksellers had been rendered a matter of free trade by the action of the Educational Department. The Department also granted to every publisher in this country, with the sanction of the Irish Board, the right to re-print these books; and several editions of the National Books, printed upon Canadian paper, and published by our own publishers, were now before the public, which had the effect of reducing their price 25 or 30 per cent.; and better than all, most of the globes, school maps and apparatus used in schools are now manufactured in Canada upon the most advantageous terms. Thus a set of Mechanical powers of a certain quality procured in England or the United States could not be sold for less than \$30, while a similar set, in every respect equal, was produced and sold in Canada for \$19. The same was true of the chief part of the other articles in the Depository. He thought that Canada should not only have her own school laws and her own teachers, but that we should have every article required for our schools manufactured in our own country.

#### NECESSITY FOR A CANADIAN SERIES OF SCHOOL BOOKS.

It was found, that when the new system of decimal currency was adopted in Canada, the two National Arithmetics in use would require to be adapted to that system. The larger Arithmetic of the National Series had been so altered, and it would be followed by the Elementary Arithmetic; and gradually the whole series would become *Canadianized*, as it were. Speaking of a Canadian Geography, he said: It was very generally known that our American neighbours, perhaps with pardonable pride, had represented themselves and their country, in their own geographies, as the greatest people and country in the world; and as many of these geographies were in use in Canadian schools, it was at once felt that it would be an advantage to replace them by works more strictly national in their character. This was being done; and in our endeavors to prepare a Canadian Geography, we are trying to make ourselves and sister Provinces a good deal more respectable in size than we have hitherto been made to appear.

#### ARRANGEMENTS IN REGARD TO PUBLIC SCHOOL LIBRARIES, MAPS, AND APPARATUS.

The Department, in its endeavours to render maps, globes, and school apparatus accessible in this country at the lowest possible rates, found that in England the government had arranged with several publishers for the production of maps at prices about forty per cent. below the retail charges, and upon which terms they were furnished to the schools in England aided by Parliamentary grants. On application, the publishers agreed to extend their arrangement to the Department of Education in Upper Canada; and in like manner the publishers of books in England and the United States agreed to furnish the books required for the Common School Libraries at greatly reduced rates. As to the necessity for these libraries, he might mention that in one of our towns, a boys' association was formed at school, for the purchase of bad books to the amount of about \$100; when discovered, it was broken up, the books burnt, and a good library substituted. The young will read bad books if they cannot get good ones. There are from 3,000 to 4,000 different works in the Educational Depository, for the formation of libraries in school sections. Most of these books, maps, and apparatus could now be sent to every town in Upper Canada at a cost less than that at which they could be obtained in the cities of Edinburgh, London, New York, Boston, or Philadelphia.

#### DEVELOPMENT OF CANADIAN INDUSTRY IN THE HOME MANUFACTURE OF MAPS AND APPARATUS.

The first step of the Department in obtaining text books had been to procure them cheaply by importation, and then to open the way for Canadian enterprise by their reproduction. So also with maps, orreries, tellurians, thermometers, and other apparatus, the object of the Department has been to produce everything that we required ourselves, and more than one hundred of these different articles were now reproduced in this country. In the re-engraving of maps, changes had been introduced so as to adapt them to the present state of geographical knowledge. In the maps now in course of progress, great pains had been taken to render, as conspicuous as possible, places of importance in British and Colonial history; and due prominence had also been given to those places in the Crimea rendered famous by the Russian war, and in China, by Lord Elgin opening up to commerce places which until lately had been unknown. In the matter of School furniture, selections had been made of models in New York and Boston, and these models were shown to Cabinet-makers in this country to receive their proposals for constructing the same. The consequence had been that a new branch of trade had sprung up in our own country—the manufacture of School furniture. He had been much surprised and gratified to learn that a manufacturing firm in Toronto had lately received an order for seven hundred double desks for a town about eighty miles beyond Buffalo, and not long ago some of our numeral frames were sent to Oswego. It was in this way that these articles had been rendered accessible to the people of Upper Canada. Thus we have gone on encouraging the industry of our own people; first mounting the maps, next reprinting the books, making the furniture, and now engraving the maps. In this way it had been sought to develop Canadian industry, and to import nothing that we can make ourselves. This he considered was one of the most important features of the system. Not only should our School system and our School architecture be Canadian, but Canadian skill and enterprise should produce or manufacture everything that the country requires. By the employment of Canadian capital and skill several thousands of pounds were annually saved to the country. If the price of every bushel of wheat and every foot of lumber sent to foreign markets was expended in Canada we would be so much the richer. He thought it of the greatest importance for the interests of the country and its general advancement, that we should be producers of that which we consume, and that we should send as little of the money out of the country to the foreign producer—for we wanted it all—as possible. He thought it worthy

of remark that, so far as we know in history, there was no record of a purely agricultural people ever rising to importance among nations; and that with our forests of timber, and our resources in metals, minerals, raw materials, and natural advantages, it was desirable to encourage a spirit of self-reliance so as to depend upon ourselves for the articles we required. He was aware that it had been insinuated that he had advocated the doctrine called "protection." If any thing could be inferred from his remarks it was the doctrine of Free Trade, for, in fact, he had proved that School Apparatus and School Books had been produced in Canada cheaper than they could be imported, and indeed the manufacture of the articles alluded to had commenced long before the present financial system of the Province was inaugurated. Protection was a question of legislation, and he did not interfere with matters of that kind; nor did he think it the business of a true patriot to mix the question of education with any section of party politics. Five or six different administrations had been in power since the establishment of the present school system, and he had never, so far as the interests of education were concerned, found any difference, no matter to which party the government of the day might belong.

SCHOOL STATISTICS OF UPPER CANADA COMPARED WITH THOSE OF THE STATE OF NEW YORK AND LOWER CANADA.

In conclusion, Dr. Ryerson referred to the increase of the school system in Upper Canada, and quoted some important statistics, showing the advance of our school operations, especially in Upper Canada,—making comparison with Lower Canada progress, and the State of New York, that model State of American Educational operations. He said: the number of schools in a county was not to be considered the only indication of the progress of education in it, for, in many instances, the school sections might be made as small as possible, and in some cases much smaller than was desirable, and in this way the number of schools had been increased. The true criterion was the number of pupils attending the schools and the amount appropriated to the purposes of instruction. He had lately received the last report of the Chief Superintendent for Lower Canada, and although it was contended that their population was as large as ours, still we were considerably in advance of them as regards the attendance of pupils at school. In Lower Canada, the school attendance during 1858 was 155,986; while in the Upper Province the numbers were 293,683—giving a majority of the children under education of 137,697. In Upper Canada there were raised during 1858, \$1,105,447 by local assessment; while in Lower Canada, during the same period, there were but \$459,396 contributed for the same purpose. From the report of the state of New York, it appeared that the attendance of pupils, and the amount of school money raised in that State, in proportion to the population, were considerably behind that of Upper Canada, while Upper Canada had gained a very large increase in attendance in the last ten years over the state of New York, notwithstanding their three-fold population; and that the average time of Schools opened in New York for 1858, was eight months; while in Upper Canada it was ten months.

A local paper remarks: "This comparison was most gratifying, showing as it conclusively did, the great superiority of the Upper Canada School system. One fact mentioned by the Rev. Doctor we were particularly struck with, viz.: that in the State of New York, while it has more than three times the population of Upper Canada, it has over 200,000 children of school age who do not attend any school at all; while in Upper Canada there are only 50,000, or one-fourth the number, in the same category. [See page 42.]

2. SCHEDULE OF COUNTY SCHOOL CONVENTIONS, HELD BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1860.

County or Union of Counties.	Place of Convention.	Chairman.	Secretary.	Date 1860.
Lincoln	St. Catharines	D. P. Haynes, Esq.	C. P. Camp, Esq.	Jan. 16
Welland	Welland	Robt. Hobson, Esq. †	Alex. Reid, Esq.	" 17
Haldimand	Cayuga	Judge Stevenson	A. Winram, Esq.	" 18
Brant	Brantford	C. Hedges, Esq.*	H. A. Hardy, Esq.	" 19
Norfolk	Simcoe	S. McCall, Esq.*	Rev. Mr. Mulholland	" 20
Wellington	Guelph	Judge Macdonald	Rev. Mr. May	" 23
Waterloo	Berlin	I. Clemens, Esq.*	Wm. Davidson, Esq.	" 24
Perth	Stratford	The Mayor of Stratford		" 25
Huron & Bruce	Goderich		D. H. Ritchie, Esq.	" 26
Lambton	Sarnia	Hon. M. Cameron, M.P.P.	John Cowen, Esq.	" 28
Essex	Sandwich	S. S. Macdonell, Esq. §		" 30
Kent	Chatham	Walter McCrea, Esq.	A. S. Holmes, Esq.	" 31
Middlesex	London	John Wilson, Esq., Q.C.	J. B. Boyle, Esq.	Feb. 1
Elgin	St. Thomas	Jas. Armstrong, Esq.*	Wm. McKay, Esq.	" 2
Oxford	Woodstock	John Harrington, Esq.*	A. McClenaghan, Esq.	" 3
Wentworth	Hamilton	Alex. Brown, Esq.*	A. McCallum, Esq.	" 6
Halton	Milton	L. Wilson, Esq. (ex-Sheriff)	John Dewar, Esq.	" 7
Peel	Brampton	John G. Watson, Esq.		" 8
Grey	Owen Sound	George Jackson, Esq. §		" 10
York	Newmarket	Reeve of Whitechurch	Robt. Alexander, Esq.	" 13

\* (Warden.) † Name not reported. ‡ (Sheriff.) § (ex-Warden.)

County or Union of Counties.	Place of Convention.	Chairman.	Secretary.	Date 1860.
Simcoe	Barrie	T. D. McConkey, Esq.*	E. J. Oliver, Esq.	Feb. 14
Ontario	Whitby	John Ratcliff, Esq.	D. Beach, Esq., M.A.	" 20
Norhumber'nd and Durham	Cobourg	J. B. Fortune, Esq. †	Dr. N. W. Powell	" 21
Victoria and Peterboro'	Peterboro'	Wm. Cottingham, Esq. §	Thos. White, Jr., Esq.	" 22
Hastings	Belleville	Rev. John Grier, M.A.	Thos. Wills, Esq.	" 23
Prince Edward	Picton	W. A. Richardson, Esq.*	Thos. Bog, Esq.	" 24
Lennox and Addington	Napanee	A. F. Hooper, Esq.*	E. A. Dunham, Esq.	" 25
Frontenac	Kingston	Thos. Kirkpatrick, Esq.		" 27
Leeds	Brockville	Jas. Breckenridge Esq. §	Rev. Mr. Johnson	" 28
Lanark and Renfrew	Perth	D. Galbraith, Esq.*	W. R. R. Berford, Esq.	" 29
Carleton	Ottawa	Joseph Hinton, Esq.*	J. J. Bell, Esq.	Mar. 1
Prescott and Russell	L'Orignal	John Hamilton, Esq.*	S. F. A. Evans, Esq.	" 2
Grenville	Kemptville	Reeve of Kemptville	Jas. Porter, Esq.	" 5
Dundas	Iroquois	Jacob Brouse, Esq.	Editor, Iroquois Chief	" 6
Stormont and Glengarry	Cornwall	D. A. McIntyre, Esq. †	Charles Pool, Esq.	" 7

\* (Warden.) † (Sheriff.) § (ex-Warden.) ¶ Name not reported.

3. RESOLUTIONS AT THE COUNTY SCHOOL CONVENTIONS.\*

I. IN REGARD TO THE GRAMMAR SCHOOLS.

At St. Catharines, Jan. 16.—Moved by the Rev. A. Dixon, A.B., seconded by Mr. Frost, and

Resolved,—That this County meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the County stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards, with respect to the raising of funds; and that the said Grammar Schools be the Schools of the cities, towns, townships or incorporated villages within the limits of which they are situated, and the Trustees appointed by the Municipal Councils thereof; and that the Grammar School fund be apportioned to each Municipality upon the same condition as the Legislative Common School Grant.

At Simcoe, Jan. 20.—Moved by Rev. W. Slaght, seconded by Dr. Clarke, and

Resolved,—That this meeting in view of the anomalous position in which the Trustees of the Grammar Schools in the County stand, in their inability to raise or procure funds for their efficient working, suggests that the present law be amended, so as to make it compulsory upon the County Councils to raise and pay over annually a sum of money sufficient to enable the Trustees to make their Schools efficient, the annual grant to be based upon estimates, to be prepared and submitted by them to the County Council.

At Guelph, Jan. 23.—Moved by W. S. G. Knowles, Esq., seconded by Mr. Stephenson, and

Resolved,—That on action being taken by the Legislature to put the Grammar Schools on a better footing, this meeting suggests the propriety of allowing the appointment of Grammar School Trustees to remain as at present, but in apportioning the aid to the different Grammar Schools, it should be made conditional that the County Councils should raise an equal sum for the same purpose, and that pupils from the country be admitted free.

At Berlin, Jan. 24.—Moved by the Rev. E. R. Stimson, seconded by H. S. Hudson, Esq., and

Resolved,—That in the opinion of this meeting the election of Grammar School Trustees should remain as at present, and that it shall be the duty of the County Council to levy and assess an amount equal to that apportioned by the government for the support of the Grammar Schools of the County; and that in consideration thereof the children of the County shall be admitted free to tuition.

At Stratford, Jan. 25.—Moved by the Rev. Thos. Macpherson, seconded by Mr. Jarvis, and

Resolved,—That in view of the anomalous position of the Trustees of Grammar Schools in respect to the mode of raising funds for the support of such schools, it is desirable that they be placed in the same position as Common School Trustees in regard to their power to raise funds within the municipality in which the school is situated; that the county be required to raise an amount equal to the Legislative grant, and that these schools may be free to all pupils qualified to enter them, when the Common Schools are free.—This resolution was amended, on the suggestion of Mr. Robarts, by recommending that the town or other municipalities where the Grammar schools are situated, and which were required by the above resolution to supply any deficiency in the Grammar school funds, should have an equality of representation at the Board. The resolution, as amended, was carried unanimously.

At Goderich, Jan. 26.—Moved by Mr. Ray, seconded by Mr. Cooper, and

\* The proceedings at Owen Sound and Belleville have not been reported to the Educational Department, although the County Clerks were requested to do so.

*Resolved*,—That the Grammar School be the school of the county, and that a recommendation of the Chief Superintendent, now made on the subject, is approved by this meeting.

*At Sarnia, Jan. 23.*—Moved by the Rev. G. J. R. Salter, M.A., seconded by James Flintoff, Esq., and

*Resolved*,—That it is the opinion of this Convention that it would be advisable that an act should be passed compelling the raising by the County Council of a sum of money equal to that granted by the Government for the support of Grammar Schools.—That said Grammar Schools should be free to every child in the County; the buildings required for carrying on such school should be provided by the town in which such school is situated; and further, that one-half of the trustees should be appointed by the County Council, the other half by the Town Municipality.

*At Sandwich, Jan. 30.*—Moved by Mr. A. Bartlett, seconded by George Shipley, Esq., and

*Resolved*,—That it is the opinion of this meeting that the Grammar School Act should be so amended as to authorize the County Council to raise a sum of money for Grammar School purposes, equal to the Government Grant for the Grammar Schools of the County, and that the Town or Village in which the School is located, provide the necessary buildings; the Council of the said Town or Village shall have the appointment of three Trustees, and that the Schools so established be entirely free to the whole County.

*At Chatham, Jan. 31.*—Moved by Stephen White, Esq., seconded by John McMichael, Esq.,

*Resolved*,—That this meeting would gladly see such alterations made in the constitution of Grammar Schools as would render tuition therein free to all pupils sufficiently advanced to be admitted; one half of the Trustees being appointed by the Town Council, and the other half by the County Council; and the buildings and other conveniences for such schools being provided by the towns in which they may be respectively situated, a sum of money equal to the Government Grant being raised by the County Council for the payment of teacher's salaries.

*At London, Feb. 2.*—It was moved by His Honor Judge Hughes, seconded by John S. McColl, Esq., and

*Resolved*,—That in the opinion of this Convention, the establishment of Grammar Schools upon a free basis, is desirable for the benefit of the youth of the country, and that the County Municipalities should raise a sum equal to the Government grant for the support of such schools. Carried unanimously.

*At Woodstock, Feb. 3.*—It was moved by the Rev. John Bredin, seconded by Dr. Turquand, and

*Resolved*,—That this meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the county stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards with respect to the levying of funds: and that the said Grammar Schools should be the schools of the cities, towns, townships or incorporated villages within the limits of which they are respectively situated; the trustees appointed by the municipal councils thereof; and the Grammar School fund apportioned upon the same condition as the Legislative Common School Grant.

It was moved in amendment by William Wilson, Esq., seconded by John Douglas, Esq., and

*Resolved*,—That this meeting is in favor of a change in the management of our Grammar School system: that the Grammar Schools should be free, and that for their efficient management three trustees should be appointed by the County Council, while the appointment of the remainder might with propriety be left to the municipality in which a Grammar School is or might be situated; the said municipality to raise an amount equal to the Government appropriation for the support of the same, and also to provide suitable buildings.

On the amendment being put, it was carried by a large majority.

*At Hamilton, Feb. 6.*—Moved by Dr. Billings, seconded by Jesse Hurlburt, LL.D., that it be

*Resolved*,—That in the opinion of this meeting the Grammar School of any municipality should be placed under the control of Trustees appointed by the Common Council of the Municipality; such Trustees to have the same powers as the Trustees of the Common Schools. Also, that the Grammar School Fund should be apportioned upon the same conditions as the Legislative Common School Grant.

After some discussion the resolution was withdrawn, and a resolution to the effect that cities should be erected into Counties for Grammar School purposes, moved by the Rev. R. Burnet, seconded by J. Lister, Esq., and unanimously agreed to.

*At Milton, Feb. 7.*—Moved by Rev. James Nesbit, seconded by Rev. Mr. McLean, and

*Resolved*,—That in the opinion of this meeting, County Grammar Schools should be supported on the same principle as Common

Schools, so far as requiring County Councils to appropriate a like amount in support of such schools as are apportioned by the Legislature, and that the various Grammar Schools in the County should share in such public funds, according to the amount of Grammar School work actually performed.—and that pupils from all parts of the County be admitted on the same terms, and also that the Town or Village in which such Schools are situated, bear all the expenses of building and other incidental charges.—Carried.

*At Brampton, Feb. 8.*—Moved by Rev. Mr. Learoyd, seconded by Rev. Mr. Coutts, and

*Resolved*,—That in the opinion of this Convention it is desirable that the Grammar School fund be on the same ground as the Common Schools, open to the children of the County, and supported by the County taxation to an amount equal to the amount granted by Government in aid of said Grammar Schools; and that all children residing in the County be admitted free to the school, the same as the children of the Township or Village where the Grammar School is located.

*At Newmarket, Feb. 13.*—Moved by Rev. T. Baker, seconded by Thomas Nixon, Esq., and

*Resolved*,—That the Grammar Schools would be made much more efficient by making the terms of admission to them similar to those of the Common Schools, and that it is desirable that the County Council in connection with the Government should provide the necessary funds; and the children from beyond the limits of the City, Town, or Village Corporation, be admitted without charge.

*At Barrie, Feb. 14.*—Moved by D. McCarthy, Esq., seconded by H. B. Hopkins, Esq., and

*Resolved*,—That the Grammar School of this County be put on an efficient standing as to its means of support, by placing authority in the Town Council, in conjunction with the County Council, to appoint Trustees, giving such Trustees so appointed, power to raise funds equivalent to the Government Grant, the same to be apportioned on the Town and County in accordance with the assessment, allowing to such Board the same power as is by law now placed in the hands of the Common School Trustees.

*At Whitby, Feb. 20.*—Moved by Rev. Dr. Thornton, seconded by Dr. Checkley, and

*Resolved*,—1. That the number of Grammar Schools within each County be restricted within narrow limits.

2. That in each Senior Grammar School, a scholarship or scholarships be established, giving board and education to the most deserving pupil or pupils, to be elected annually by public examination from those in attendance at the Common Schools of the County—the expense to be borne by the County.

3. That Trustees have power to call upon Township, Village, Town or County Councils, where there are Junior or Senior Grammar Schools, for funds for the support of their schools, provided that in order to make taxation equitable, the Council shall assess the several municipalities in proportion to the number of scholars from each municipality receiving instruction at the Grammar School.

After a short discussion this resolution was withdrawn.

It was then moved by D. Beach, Esq., M.A., seconded by J. W. C. Brown, Esq., and

*Resolved*,—That it is the opinion of this meeting that the Grammar School Act should be so amended as to require the County Council to raise a sum of money for Grammar School purposes, at least equal to the Government Grants for Grammar Schools of the County, and that the town or village in which the School is located, provide necessary buildings; the Council of the said town or village shall have the appointment of three Trustees; that the schools so established shall be entirely free to the whole County, and that the distinction between Senior and Junior Grammar Schools be abolished.

Moved in amendment by S. Fairbanks, Esq., seconded by Mr. McDermott, and

*Resolved*,—That the distinction between Senior and Junior Grammar Schools be abolished, and that the several Grammar Schools, now or hereafter to be erected, be allotted sections in like manner as Common Schools—that the County Council be compelled to raise a sum annually equal to the Government Grant, and that the trustees of the several Grammar Schools be empowered to raise, by assessment upon each section, all monies necessary for the maintenance of the school.

After a discussion the amendment was lost, and the original motion carried unanimously.

Moved by Thos. Gibbs, Esq., seconded by S. Fairbanks, Esq., and

*Resolved*,—That whereas this meeting has determined that the Grammar Schools in the County shall be continued as County Grammar Schools, and that the same shall be free to the inhabitants of the County, that the necessary funds for conducting the same required besides the Government Grant, be defrayed out of the funds of the County.

Moved in amendment by J. W. C. Brown, Esq., seconded by E. Birrell, Esq., and

*Resolved*,—That the Municipal Council of the Township, Town or Village in which such Grammar School is situated, be required, on petition of the trustees thereof, to provide for all deficiencies to Teachers' salaries, and for incidental expenses.

The amendment was lost, and the original motion carried.

*At Cobourg*, Feb. 21,—Moved by the Venerable Archdeacon of York, seconded by C. Underhill, Esq., and

*Resolved*,—Whereas the Trustees of Grammar Schools are unable to provide for the efficient working of the said schools, from having no power to raise funds for erecting buildings or meeting incidental expenses, it is the opinion of this meeting that funds should be raised by assessment for the sustaining of Grammar Schools, on the same principle as is now exercised in the case of Common Schools.—Carried.

Moved by Dr. Beatty, seconded by G. Stewart, Esq., and

*Resolved*,—That in case the Grammar Schools be sustained by general taxation, upon the basis of Common School assessment, that all pupils residing out of the town in which the Grammar School is situated, shall be free of any school-rate.—Carried.

*At Peterboro'*, Feb. 22,—Moved by Mr. Grover, seconded by Mr. Pearce, and

*Resolved*,—That it is expedient that the law relating to Grammar Schools be so altered as to assimilate it to the Common School law, in so far as requiring the County Councils of each County to raise, by direct taxation, a sum equivalent to the Government Grant, for the support of such Grammar Schools, and that the Grammar Schools should be made free to all.—Carried.

*At Picton*, Feb. 24,—Moved by Mr. R. Lobb, seconded by Mr. J. Johnson, and

*Resolved*,—That, in the opinion of this Convention, it is desirable that the County Council be empowered by law to raise an amount equal to the Government Grant, for the support of the County Grammar School; and that all the pupils of the County shall be admitted free.

*At Napanee*, Feb. 25,—Moved by John Stevenson, Esq., Reeve, seconded by Rev. Dr. Lauder, and

*Resolved*,—That this meeting approves of the Grammar Schools becoming County Schools, the County Council appointing half of the Trustees and providing funds for their support equal to the Government Grant, and that the Schools be free.

*At Kingston*, Feb. 27,—Moved by the Rev. Andrew Wilson, seconded by C. W. Cooper, Esq., and

*Resolved*,—That in order to the efficiency of Grammar Schools and the better accomplishment of the end for which they are designed, three trustees should be chosen by the County Council, and three by the City or Town Council in which the School may be located; the fees should not be more than \$3 per term, and the balance over the amount of the Legislative grant and these fees, necessary to pay the salary of the teachers, procure suitable school buildings, provide furniture, maps and apparatus, keep in repair the school houses and premises, and any other necessary expenses, should be provided by Municipal assessment on all the rateable property within the limits of the County, including cities and separate towns; and the County, City, or Town Councils should be required to make such assessment according to an estimate laid before them by the Board of Trustees.

*At Brockville*, Feb. 28,—Moved by Mr. McMullen, seconded by the Rev. J. H. Johnson, A. M., and

*Resolved*,—That this convention considers that it would be advisable that the Grammar Schools of these United Counties should still remain under the control of the Counties' Council, and that an act may be passed requiring such Counties' Council to levy sums for its support, of the same amount as granted by Government, and that any rates to be imposed may be assessed equally on Towns, Villages, and Counties, and that all have equal privileges as to trusteeship and otherwise.

*At Perth*, Feb. 29,—Moved by the Rev. Mr. Clarke, seconded by Wm. McN. Shaw, Esq., and

*Resolved*,—That in the opinion of this convention, the election of Grammar School Trustees should be as follows: three trustees to be appointed by the Municipality in which the building is erected, and three by the County Council, and that it shall be the duty of the County Council to levy and assess an amount, equal to that apportioned by the Government for the support of the Grammar Schools of the County, and in consideration thereof, the children of the County shall be admitted free of tuition fee.

*At Ottawa*, March 1,—Moved by Rev. J. Butler, seconded by Rev. C. B. Pettit, B.A., and

*Resolved*,—That if the City Council will provide a suitable building for a Grammar School, and assess itself to half the amount contributed by Government yearly; and the County Council assess the County for the other half of the amount granted by Government;—

then pupils from the County shall have the same advantages of the Grammar School as those who live in town.

*At L'Orignal*, March 2nd,—Moved by the Rev. J. G. Armstrong, B.A., seconded by Anthony Phillip, Esq., and

*Resolved*,—That it is the opinion of this Convention, that Grammar Schools in Upper Canada should be free; the County Councils to raise a sum annually, by a County tax, equal to the Government Grant;—the Council of the Township, Town, or City, in which the Grammar School is located, to erect suitable buildings;—three of the Trustees to be appointed by the County Council, and the other three Trustees by the Township, Town or City Council, or Police Village, (as the case may be.)

*At Kemptville*, March, 5,—It was moved by Mr. R. Kernahan, seconded by Mr. S. Christie, and

*Resolved*,—That whereas in many places throughout the country, there exists much difficulty in the support of Grammar Schools, especially of the Junior Class; and inasmuch as every one is interested and benefited by the progress of Education; also, having the principle avowed and acted upon in the present School Law, this Convention expresses its conviction, that the County within which such Grammar School is situate, should be required by law to raise at least a sum equal to the Government Grant; and that the School shall be free to the county within which said School is situated.

*At Iroquois*, March, 6,—It was

*Resolved*,—That the Trustees of the Grammar Schools be authorized to raise by assessment on the county a sum equal to the Government grant; and that for the balance of the expenses of the School, the Trustees be authorized to levy that amount by assessment on the municipality within which the School is situated; and that the Grammar School be free to the children of the county.

*At Cornwall*, March 7,—Moved by the Rev. Dr. Patton, seconded by Mr. Munro, that it be

*Resolved*,—That, in the opinion of this meeting, it is expedient that the Board of Grammar School Trustees should possess powers similar in every particular to those possessed by the Board of Common School Trustees, as far as the County is concerned, in which the Grammar School or Schools may be situate.—The motion being put, was lost.

In amendment, it was moved by J. F. Pringle, Esq., seconded by Mr. Henry Beader, and

*Resolved*,—That this meeting approves of the plan proposed for making the Grammar School of each County free, by levying on the property of the County a sum equal to the Government Grant; and is further of opinion, that the County should contribute a portion of the fund required for the erection of buildings and the furnishing of apparatus for such schools.—Carried.

## II. RESOLUTIONS IN REGARD TO TRUANT OR VAGRANT CHILDREN.\*

*At St. Catharines*, Jan. 16,—Moved by Mr. S. S. Junkin, seconded by Mr. J. Holmes, and

*Resolved*,—That in the opinion of this meeting, it is very desirable that an Act should be passed by the Legislature, by which truant children in Townships, Cities and Towns would be compelled to attend some school: and that power be vested in the Municipal Councils of such Townships, Cities and Towns to deal with such children.—Carried.

*At Welland*, Jan. 17,—Moved by Rev. Geo. Bell, seconded by E. R. Holmes, Esq., and

*Resolved*,—That in the opinion of this convention, the Municipal Councils throughout the Province should be invested with power to deal with the case of vagrant children, with regard to providing for their attendance at school, in cases where the privileges of free schools are provided by such municipality.

*At Cayuga*, Jan. 18,—It was moved by Mr. Thomas Gowling, seconded by Mr. G. O. Barnett, that it be

*Resolved*,—That this Convention is of the opinion that idle and unprotected children should be educated by committees at the public expense, and that Municipalities should be invested with the power to compel indigent children to attend school, and that the Legislature be addressed to afford such powers.

1st Amendment,—Moved by F. Stevenson, Esq., seconded by Mr. T. Hodder, and

*Resolved*,—“That it is inexpedient that Municipalities should be vested with a discretionary power to enforce the parents of idle and vagrant children to send them to school, but that a law be enacted to compel the parents of such children to send them to school.”

2nd Amendment,—Moved by Mr. William Thompson, seconded by Mr. Ferguson, That, whereas our laws and Parliament do not prescribe to us what we shall eat, drink, or wear, it is the opinion of this convention, that neither should our children be obliged by Legislative enactment to attend school, but that the matter should

\* In the *Journal* for 1859, will be found several articles on this subject.

be left as now, to the good sense and progressive civilization of the people.

The original motion and amendments being severally put, the amendment proposed by Mr. Stevenson was carried.

*At Simcoe, Jan. 20.*—Moved by Wm. Wallace, Esq., and seconded by J. A. Backhouse, Esq., and

*Resolved.*—Whereas a system of free Education is becoming almost universal in this county, and whereas many parents value so lightly the inestimable blessings thereby placed within their reach, as to neglect sending their children to school, be it resolved: That this meeting do memorialize the Rev. Superintendent of Education, to use his exertions to have the School Laws so amended as to empower Municipal Councils or School Trustees in whose corporations Free Schools exist, to enforce the attendance at such Schools of unemployed children whose parents are so forgetful of their duty as to neglect their children's education.

*At Guelph, Jan. 23.*—Moved by the Rev. R. Torrance, seconded by Mr. Kilgour, and

*Resolved.*—That in the opinion of this meeting some provision should be made by the Legislature, to ensure the education of those children within school ages, whose parents are neglecting their education.

*At Berlin, Jan. 24.*—Moved by Otto Klotz, Esq., seconded by H. F. J. Jackson, Esq., and

*Resolved.*—That this convention doth hereby express the desire that the Legislature pass a law making provision for the education of children between the ages of 6 and 14 years, and to render it obligatory on the parents to send their children to the public Common Schools, where it can be shown that no other education is being provided for such children.

*At Stratford, Jan. 25.*—No resolution was moved on the subject, but the opinion of the meeting appeared to be that a *discretionary power* should be conferred upon the municipal councils; which was thought sufficient to meet the object in view.

*At Goderich, Jan. 26.*—Moved by Mr. Gates, seconded by Mr. Young, and

*Resolved.*—That it would be better that the several municipalities should have power to make regulations with regard to vagrant children, between the ages of 7 and 14 years of age, for educational purposes.

*At Sarnia, Jan. 28.*—Moved by Mr. Whiffer, seconded by Mr. Pattinger, and

*Resolved.*—That sufficient power and authority be granted by Act of Parliament to every Municipality in Upper Canada, whether City, Town or Village, to provide for the proper education and care of vagrant children in each Municipality.

*At Sandwich, Jan. 30.*—Moved by Mr. Bray, seconded by Mr. McQuade, and

*Resolved.*—That it is the opinion of this Meeting, that a law should be passed in regard to the attendance of children, and that it would be desirable to have a provision introduced into the Municipal Law, enabling Municipalities to pass By-laws to compel the attendance of children between the ages of 7 and 14 years, at School.

*At Chatham, Jan. 31.*—Moved by Dr. Cross, seconded by Stephen White, Esq., and

*Resolved.*—That it should be made compulsory upon parents to send their children to school during such times, and between such ages as the Legislature may see fit to fix.

*At London, Feb. 1.*—Moved by H. Hunter, Esq., seconded by Mr. Alex. Johnson, that it is the opinion of this meeting that the Common School Act should be amended so as to invest the municipal authorities with power to enforce the attendance of vagrant children within the age mentioned in the school act.—Carried unanimously.

*At St. Thomas, Feb. 2.*—Moved by Arch'd McLachlin, Esq., seconded by the Rev. E. Sheppard, and

*Resolved.*—That it is the opinion of this Convention that the school law should be so amended as to secure the attendance of children on the means of Common school education, by the imposition of a poll tax on those of school age who do not attend.

*At Woodstock, Feb. 3.*—Moved by Mr. Douglas, seconded by Mr. McCleneghan, and

*Resolved.*—That in the opinion of this meeting it is advisable (in the event of a change introducing the Free School System) to refer the subject of the compulsory education of vagrant children to the different municipal councils.—Carried.

*At Milton, Feb. 7.*—Moved by the Rev. James Nesbit, seconded by Archibald Campbell, Esq., and

*Resolved.*—That in the opinion of this meeting the Municipal Law of this Province should be so amended as to empower municipalities to adopt such measures as may seem most advisable, to require and secure the attendance of all children between the ages of 7 and 12 years at some school, either public or private.—Carried.

*At Newmarket, Feb. 13.*—After a resolution on free schools—Moved by Thos. Nixon, Esq., seconded by Dond. Sutherland, Esq., and

*Resolved.*—That vagrant children be compelled to attend some school.

*At Cobourg, Feb. 21.*—Moved by C. Underhill, Esq., seconded by H. Fisher, Esq., and

*Resolved.*—That the Municipal authorities be empowered by statute to compel the attendance of pupils of school age at the various schools under their supervision or otherwise.—Carried.

*At Peterboro', Feb. 22.*—Moved by Mr. Thos. White, seconded by Mr. W. H. Moore, and

*Resolved.*—That authority should be invested in the Municipal corporations to compel all children not attending any school, between the ages of six and fourteen years, to attend school; and that the refusal of the parent to send the child to school as required, should be considered an offence against the Municipal laws and be punishable as such.

In amendment it was moved by Mr. Edwards, seconded by Rev. Mr. Douglass, That in the opinion of this meeting the principle of compulsion applied to parents to have their children attend school, is an interference with the prerogative of the parent over his children which the State has no right to invade. The original motion was carried by a very large majority.

*At Napanee, Feb. 25.*—See Resolutions on "Free Schools."

*At Kingston, Feb. 27.*—Moved by the Rev. A. Wilson, seconded by the Rev. H. Mulkins, and

*Resolved.*—That a Truant Law, similar to that which now exists in the cities and towns of the New England States, is desirable for the cities and towns of Canada, and would, if introduced and efficiently carried out, secure to many children a better education, promote morality and the best interests of society, and would especially secure the education of truant children generally.

*At Perth, Feb. 29.*—Moved by the Rev. James Duncan, seconded by John Deacon, Jr. Esq., and

*Resolved.*—That in the opinion of this Convention, some Legislative enactment should take place, to compel parents to send their children between seven and fourteen years of age to school, in municipalities where free schools prevail.

*At Ottawa, March 1.*—Moved by the Rev. C. B. Pettit, B. A., seconded by Judge Armstrong, and

*Resolved.*—That this meeting disapproves of any school system that inflicts compulsory attendance. And thereupon the following amendment was offered:

Moved by Mr. Burrough, seconded by Rev. Mr. Lohead,—That in the opinion of this convention—if the principle of compulsory taxation for education be conceded, then this meeting is of opinion, that compulsory attendance at the schools by the children of the County, should also be enforced.

The amendment having been submitted to the meeting, was declared carried in the affirmative, by the casting vote of the chairman, (Joseph Hinton, Esq., Warden.)

*At L'Orignal, March 2.*—Moved by Sheriff O. P. Treadwell, seconded by Chauncey Johnson, senior, Esq., and

*Resolved.*—That as it is proposed to tax all parties for the support of Grammar and Common Schools alike, it is likewise expedient for the attainment of the benefits in view, that some means be adopted to insure the regular attendance of all children of suitable age, at some school within their respective sections.

*At Iroquois, March 6.*—It was

*Resolved.*—That in the opinion of this Convention the interests of education and of the community demand that School Trustees should have the power to require that all children of the school age, resident in their Sections, should attend school a certain portion of their time.

### III. RESOLUTIONS IN REGARD TO FREE SCHOOLS.

*At Welland, Jan. 17.*—Moved by Rev. Geo. Bell, seconded by Rev. Charles Walker, and

*Resolved.*—That in the opinion of this Convention, the interests of Education would be promoted by the adoption of a law of uniform free school systems applicable to the whole Province.

*At Cayuga, Jan. 18.*—Moved by Mr. James Kinnear, seconded by Mr. G. O. Barnett, and

*Resolved.*—That the Convention is clearly of opinion that the Free School system is the best that can be adopted for the country.—Carried.

*At Brantford, Jan. 19.*—Moved by Mr. M. Whitham, seconded by Mr. John Patton, and

*Resolved.*—That a petition be forwarded to the Legislature, asking for a Free School Act for the Province.

*At Simcoe, Jan. 20.*—Moved by Rev. Mr. Griffin, seconded by Mr. Oliver, and

*Resolved.*—That in the opinion of this meeting, the principle of Free Schools has proved the best means of insuring the general education of the people, and that this meeting memorialize the

Chief Superintendent of Education, to embody the Free School principle, in the draft of the amended School Act, to be submitted to the Legislature.

*At Guelph, Jan. 23.*—Moved by Mr. Wetherald, seconded by Mr. James Phin, and

*Resolved.*—That the Legislature be requested to adopt the Free School system as the School system of Upper Canada.

*At Berlin, Jan. 24.*—Moved by Otto Klotz, Esq., seconded by D. S. Bowlby, Esq., M.D., and

*Resolved.*—That this Convention do express their desire that the Legislature establish by enactment the Free School system throughout Upper Canada.

*At Stratford, Jan. 25.*—On motion of Mr. Cathcart, of Blanchard, a resolution was unanimously carried in favor of a general system of Free Schools.

*At Goderich, Jan. 26.*—Moved by Mr. Kay, seconded by Mr. Ross, and

*Resolved.*—That it is the opinion of this meeting that all Common Schools should be free.

*At Sarnia, Jan. 28.*—Moved by Mr. H. F. McKenzie, seconded by Rev. Mr. Gould, and

*Resolved.*—That the system of Free Schools should be established by law, and no longer be left, as at present, to the decision of the people at the annual school meeting.

*At Sandwich, Jan. 30.*—Moved by Mr. Noble, and seconded by Mr. James Bartlett, and

*Resolved.*—That the school law be so altered that all Common Schools may become free.

*At Chatham, Jan. 31.*—Moved by Dr. Cross, seconded by Stephen White, Esq., and

*Resolved.*—That this meeting is of opinion that the system of Free Schools having been sufficiently experimented on, should now be established by statute, and not left any longer to be voted upon from year to year by the public.

*At London, Feb. 1.*—Moved by Mr. Schram, seconded by Mr. Francis, and

*Resolved.*—That the rate bill be abolished, and Free Schools be established in this Province.

*At St. Thomas, Feb. 2.*—Moved by the Rev. E. Sheppard, seconded by His Honor Judge Hughes, and

*Resolved.*—That it is the opinion of this Convention, that through the ability and the indefatigable perseverance of the Chief Superintendent of Schools, the Educational system of Upper Canada has risen to a high order of efficacy, and that it is advisable that its benefits be extended by the adoption of the plan of universal Free Schools, thus providing education for all, irrespective of the casual advantages of wealth, or the incidental circumstances of neighbourhood, thus giving to every child of Canada West, the full and the free privilege of a Common School Education. Carried unanimously.

*At Woodstock, Feb. 3.*—It was next moved by A. V. Bodwell Esq., seconded by Mr. Golding, and

*Resolved.*—That it is the opinion of this meeting that the time has arrived, when it is desirable that the Free School principle should be extended, by Statute, to all the Common Schools in Western Canada.

In amendment it was moved by T. J. Cottle, Esq., seconded by Mr. Impett, that it be

*Resolved.*—That this meeting does not think that the time has arrived when the Common Schools of our country should be free. The amendment was lost, and the original motion was carried almost unanimously.

*At Milton, Feb. 7.*—Moved by S. R. Lister, Esq., and seconded by Mr. John Husband, and

*Resolved.*—That in the opinion of this meeting the mode of raising the expenses of Common Schools is by direct taxation, and would therefore recommend that an Act be passed to that effect.

*At Newmarket, Feb. 13.*—Moved by Thomas Nixon, Esq., seconded by Donald Sutherland, Esq., and

*Resolved.*—That the Legislature be requested so to amend the School Act as that the public schools of our country be made free.

*At Cobourg, Feb. 21.*—Moved by C. Underhill, Esq., seconded by J. R. Dixon, Esq., and

*Resolved.*—That all Common Schools should be free by statute.—Carried.

*At Peterboro', Feb. 22.*—Moved by Mr. Geo. Esson, seconded by Mr. Taylor, and

*Resolved.*—That in the opinion of this meeting the school system should be made an absolutely Free School System as early a period as possible.—Carried.

*At Picton, Feb. 24.*—Moved by Rev. G. Miller, seconded by Mr. Israel Hamilton, and

*Resolved.*—That it is the opinion of this Convention, that all Schools should be Free, and that a law shall be passed making it

compulsory on Parents and others to send their children to School, under a free system.

*At Napanee, Feb. 25.*—Moved by the Rev. John Scott, seconded by Dr. Carey, and

*Resolved.*—That this meeting approves of the system of Free Schools, if provision can be made to require the attendance of the children at some school.

*At Kingston, Feb. 27.*—Moved by the Rev. H. Mulkins, seconded by Rev. A. Wilson, and

*Resolved.*—That in the opinion of this meeting, considering it equitable in itself that the property of the State should educate the children of the State, and considering also that the principle of Free Schools is already very extensively admitted and practised in Upper Canada, and that its general adoption would tend to the unity and prosperity of the Common School system, the time has arrived when the principle should be universally adopted, and education made free to every child in the Province: and to accomplish this important purpose it is desirable that the trustees in School sections should have the power, as those in cities and towns now have, to determine whether their Schools shall be free.

*At Brockville, Feb. 28.*—Moved by Mr. Wylie, seconded by Mr. James Kirker, and

*Resolved* unanimously.—That believing universal education to be a universal benefit, in the opinion of this meeting the system of Free Schools is the system best adapted for the furtherance of education in Canada; and believing also, that when a community voluntarily offers free education, the welfare of society requires the compulsory attendance of all vagrant children.

*At Perth, Feb. 29.*—Moved by John Deacon, Jr., Esq., seconded by the Rev. James Duncan, and

*Resolved.*—That in the opinion of this Convention, the general introduction into Upper Canada of the Free School system (the vast and various benefits of which have been abundantly manifested) by Act of the Parliament, would be wise and salutary, and calculated to advance the best interests of our country.

*At L'Orignal, March 2.*—Moved by Chauncey Johnson, Junr., Esq., seconded by Mr. James Cross, and

*Resolved.*—That it is the opinion of this Convention, that the present very general monthly payment exacted of parents, or guardians sending children to the Common Schools, be abolished, and the Common Schools made free, as the term is usually understood.—Carried.

*At Iroquois, March 6.*—It was

*Resolved.*—That whereas the practical working of our excellent school-bill, so wisely and energetically carried out, has proved highly beneficial to the country at large—and whereas the free school has proved itself much more effective than schools where rate-bills are imposed,—therefore be it resolved that in the judgment of this convention the time has come when all Common Schools throughout Upper Canada should be made free by legislative enactment.

*At Cornwall, March 7.*—Moved by Rev. Mr. Campbell, seconded by Dr. Cook, and

*Resolved.*—That this Convention recognizes the principle, that it is the duty of the State to provide the means of education for all the youth within its jurisdiction—and therefore it is its duty to see these means carried out by Legislative enactment.—Carried.

#### IV. MISCELLANEOUS RESOLUTIONS.

##### *Distribution of the Upper and Lower Canada School Grants.*

*At Sarnia, Jan. 28.*—Moved by A. McKenzie, Esq., seconded by J. Gemmill, Esq., and

*Resolved.*—That this meeting considers the present system of distributing the public money in Upper and Lower Canada unjust. That in any proposed amendment to the school law, provision should be made for the apportionment of all Parliamentary grants to the two sections of the Province, in proportion to the number of children attending the schools, or in proportion to the local contribution for school purposes.

##### *Canadian Series of School Books.*

*At Newmarket, Feb. 13.*—Moved by Mr. Nixon, seconded by Mr. P. Menzies, and

*Resolved.*—That our school books might be improved by revision. The different sciences treated of in them ought to be brought up to the present advanced state of those sciences. And furthermore that a series of lessons be introduced on the sciences of political economy and moral philosophy, and that the books be made to partake of as national a character as possible.

##### *County or Circuit Local Superintendents, and their qualifications.*

Moved by Dr. J. Bentley, seconded by Mr. T. Nixon, and

*Resolved.*—That it is the opinion of this Convention that County or Circuit Superintendents should be appointed in place of the present

local or township superintendents and that these officers ought to be in connection with the Educational Department, and that they should be required to be possessed of a requisite amount of scholastic attainments.

*At Barrie, Feb. 14.*—Moved by Rev. W. F. Checkley, A. B., seconded by John Ross, Esq., and

*Resolved.*—1. That instead of numerous Superintendents, one or more Inspectors should be appointed by the County Council for the Common Schools of each County. That such Inspectors should themselves have exercised with success the office of School Teachers.

2. That no one Inspector should have supervision over fewer than seventy-five, or more than two hundred schools.

3. That a sufficient salary should be provided for each by the County Councils, and that they should be required to make the inspection of schools their exclusive business.

*At Cobourg, Feb. 21.*—Moved by John R. Clark, Esq., M. P. P., seconded by Thos. M'Naughton, Esq., and

*Resolved.*—That this meeting approves of the appointing County, instead of Township, Superintendents.

#### *Too frequent change of Teachers.—Increase of Trustees.*

*At Whitby, Feb. 20.*—Moved by Mr. Gibbs, seconded by Mr. Sheriff Reynolds, and

*Resolved.*—That it is highly expedient where practicable that there be but one School Superintendent appointed for each County.—Carried.

*At Whitby, Feb. 20.*—Moved by Mr. Youngusband, seconded by Rev. Mr. Currie, and

*Resolved.*—That that part of the school law in reference to the frequent change of Teachers, works very injuriously to the position and the welfare of Teachers, and it is hence hereby recommended that the number of school Trustees in each section be increased to five, one of which shall retire annually, and that all have a voice in the engagement of the Teacher during any period of their term of office, and that said Trustees should be empowered to engage a Teacher for a more extended term than one year, guarded by suitable conditions.—Carried.

#### *Change of time in School Elections.*

Moved by E. Birrell, Esq., seconded by Mr. Bengough, and

*Resolved.*—That as there is a great evil felt in many sections, and in Towns and Villages especially, in reference to the time of Trustees, election being so nearly coincident with the Municipal Elections, a change of the date of these elections is earnestly recommended.—Lost.

#### *Holiday every Saturday.*

Moved by Mr. Baird, seconded by Dr. Checkley, and

*Resolved.*—That it would be conducive to the physical and mental development of the pupils, as well as to the general efficiency of our common schools, if every Saturday were a holiday instead of every alternate Saturday, as the law now stands.—Carried.

#### *Compulsory Selection of School Sites.*

*At Cobourg, Feb. 21.*—Moved by Caleb R. Mallroy, Esq., seconded by Philip Kelly, Esq., and

*Resolved.*—That it is desirable that School Trustees should have the same power of selecting School sites as Township Councils have to force roads where desirable.—Carried.

#### 4. DINNER TO REV. DR. RYERSON, IN COBOURG.

Dr. Ryerson was entertained at a dinner given him by the teachers of the United Counties of Northumberland and Durham, at Cobourg, on the occasion of his official visit, 21st of February.

Sheriff Fortune occupied the chair, and among the company were the Ven. Archdeacon Bethune, Hon. Sidney Smith, the Mayor of Cobourg, ex-Sheriff Rutan, &c. &c. The chairman having proposed the health of their guest, Dr. Ryerson, in the course of his speech, made the following remarks:—"Mr. Chairman and Gentlemen,—I thank you from the bottom of my heart for the generous and hearty manner in which you have received this toast. Surely it is a matter of congratulation to me to see the day I now see—that I never expected to see—and the glowing feelings that animate our hearts at the glorious progress of Education in the country. This meeting, composed as it is partly of common school teachers and of others who hold so high positions in the country, speaks loudly in regard to the influence of education in the country. We have cordially responded this evening to the usual loyal toast. I can well recollect the time when that toast would not have been received with cordiality. But our prosperity has given birth to feelings of loyalty. It was apprehended that in proportion to the freedom we enjoyed, might the bonds of connection between us and the

mother country be weakened. But so far from this—although all the self-government was given us that we could wish for—we find that the very exercise of that freedom and self-government has called forth a cordiality and a depth of feeling and attachment that has made the name of Victoria an honored word—a word of magic and power, in the hearts of the people. For proof of this need I point to the grateful offering of a regiment of men raised in a very short time, for the cause of England? The hearty answer made to the threatened invasion of England by the enrolment of 500,000 volunteers, proves that there are yet true hearts and native energy in England. He was deeply impressed with the great importance of the teacher's work, its elevating—he had almost said its divine—nature, because it was that which operated on the immortal mind and divine heart of man. Such work needed long and careful training of the workmen, and there had been an immense improvement in this respect throughout the Province. Fifteen years ago, such an array of able and respectable teachers as those present, could not have been found in the country. The people had learned that the best paid talent was the most economical, because it secures the greatest efficiency."—In reply to a toast from Dr. Beatty (the Mayor), the Hon. Sidney Smith, in acknowledgment, bore ample and cheerful testimony to the ability, zeal, and patriotism displayed by the respected Chief Superintendent of Education, in the arduous duties of his office.—The toast to "The Trustees of the Grammar Schools and Common Schools," was most ably responded to by the Venerable the Archdeacon of York, who bestowed a graceful eulogy on the Chief Superintendent of Education, for the honesty of purpose and unquestionable ability which he had manifested in the discharge of the duties of his office.\*—*Colonist and Cobourg Star.*

### III. Education in various American States, 1858-9.

#### 1. PUBLIC SCHOOLS OF MASSACHUSETTS.

We thank the Hon. G. S. Boutwell, Secretary to the Board of Education, for this valuable report for 1858-9:

Townships in the Commonwealth, 333, of which all but one, (Belmont, incorporated within the year) made returns. Public schools, 4,444, making an increase of 23 for the year. (For brevity's sake, we will denote Increase, by +, Decrease, by -.) Persons in the State between 5 and 15 years of age, 220,379, - 2,925; scholars of all ages, in all the public schools, in summer, 204,925, + 5,133; in winter, 211,388, - 6,810; average attendance in all the public schools, in summer, 160,108, + 5,466; in winter, 166,520, - 9,006; ratio of the mean average attendance to the whole number of children between five and fifteen, expressed in decimals, .74. Children under five attending public schools, 10,903, - 1,467. Persons over fifteen, attending public schools, 23,607, + 6,713. Teachers in summer, males, 394, + 11; females, 4,612, + 102; total, 5,006, + 113. Teachers in winter, males, 1,929, + 31; females, 3,568, + 86; total, 5,497, + 117. Number of different persons employed as teachers in public schools during the year; males, 1,669, females 5,575, = 7,244. Average time open of the schools, 7 months and 17 days + 4 days. Average wages of male teachers per month, including board, \$48.90, - \$0.97. Average wages of female teachers per month, including board, \$19.02, - \$0.61. Amount raised by taxes for the support of public schools, including only wages, board, fuel, and care of fires, \$1,390,382 34, + \$40,130 31. Income of surplus revenue and of similar funds, appropriated only for public schools, \$7,852.47. Amount of voluntary contributions of board, fuel, and money, to maintain or prolong public schools, \$29,309 41, - 6,014-70. Income of local funds appropriated for academies and schools, \$41,043 62. Amount received by towns and cities as their share of the income of the State School Fund, \$46,761 12. Amount paid by the towns and cities for superintendence, \$44,865 99. Aggregate returned as expended on public schools alone, exclusive of the expense of repairing and erecting school-houses, and of the cost of school books, \$1,519,171 33, + \$44,682 45. Sum raised by taxes, (including income of surplus revenue,) for the education of each child in the State, between five and fifteen years of age — per child, \$6 34, + \$0 30. Per centage of the valuation of 1850, appropriated for public schools, (2 mills and 34 hundredths,) .002-34.

Three hundred and thirty towns, all except Southwick, which has a local fund for the support of its schools, Belmont which was incorporated within the year, and Bernardston — have raised more than \$1 50 per child between five and fifteen.

Towns that have raised the sum of \$3 or more, per child, between five and fifteen, 287, + 9. Number of incorporated academies

\* During the recent Tour of the Chief Superintendent throughout Upper Canada, several very complimentary addresses were presented to him by Municipal and other bodies, especially in the Counties of Welland, Norfolk (his native county), Northumberland and Hastings.

returned, 63. Average number of scholars, 3,932. Amount paid for tuition, \$74,223 93. Number of private schools and academies, 691. Estimated average attendance, 18,903. Estimated amount paid for tuition, \$333,940 09.

From these statistics it appears that there is a decrease in the number of children, between five and fifteen years of age, of 2,925; indicating a loss of more than twelve thousand in the population of the State. There are four Normal Schools in the State. Students admitted during the year 284; Received certificates 135; Expenses \$14,030.

2. PUBLIC SCHOOLS IN THE STATE OF NEW YORK.

The whole number of school districts in the State, exclusive of the cities, is reported to be 11,358, being an increase of 49 during the past year. The average number of persons between the ages of 4 and 21 years in each district is 79½. The average number attending school in each district is 53. The number of school houses is 11,318, being an increase of 43 during the year. In two years and nine months past, more than \$2,000,000 have been expended in the State for new school houses and repairs. The number of persons in the State between the ages of 4 and 21 is reported at 1,272,436. The number attending the public schools in 1859 was 851,533. About 200,000 children attended the academies and private schools, leaving about 200,000 of school age not in school at all.

The total receipts from all sources from October 1st, 1858, to October 1st, 1859, were in the cities, \$2,122,810 57; in the country, \$2,033,933 51; total \$4,156,744 08.

The expenditure for the year ending September 30th, 1859, was:

For Teachers' wages .....	\$2,443,184 80
For Libraries and school apparatus .....	156,326 37
For coloured schools.....	24,364 00
For school-houses, sites and repairs .....	724,292 47
For incidental expenses .....	316,449 93

Total..... \$3,664,617 57

The amount so expended was raised as follows:

Balance unexpended from the previous year	\$422,921 54
From Common School Fund and State Tax	1,322,683 33
From gospel and school lands.....	19,384 64
From school district tax .....	1,921,464 05
From school district rate bills .....	414,062 72
From all other sources .....	58,227 80
Amount remaining unexpended .....	492,126 51
Number of school districts in the State .....	11,621
Number of school houses .....	11,576
Number of children between 4 and 21.....	1,262,486
Number of children attending the Public Schools .....	851,533
Number of teachers employed within the year	26,411

The whole number of pupils in attendance at the Normal School during the past year has been three hundred and twelve, of which sixty-three have graduated. The whole number of pupils who have been in the school since its establishment is three thousand two hundred and eighty-eight. The number now in attendance is two hundred and fifty-three.

The Academies constitute the important part of the educational system of the State. They are established by private contributions for buildings, apparatus, and libraries, which at the date of the last Report amounted to \$2,222,207. They receive from the Literature and United States Deposit Funds \$40 000 annually.

Twenty-three schools for Indian children, are now in operation in various sections of the state. Though labouring under the disadvantage of teaching a language diverse from that usually employed by the pupils, they are making satisfactory progress. Several of the schools are under the direction of native teachers, who discharge their duties with a fidelity and ability highly creditable.

On the important subject of the distribution of school money the Superintendent says: However few the scholars, or irregular the attendance, if six months' school is maintained, each district draws its money—not in accordance with the educational spirit it manifests or the benefits it bestows—but in proportion to the accidental number of persons of school age residing within its borders. I submit, therefore, to the judgment of the Legislature, whether the basis of distribution of two-thirds of the public money, within the counties, should not be made with reference to the average aggregate attendance upon the schools, during the first six months of the school year,\* leaving the other third to be distributed, as now, equally

\* The principle of average attendance as the basis for the distribution of the School fund is not new in Upper Canada; it has been successfully applied for several years.

amongst all the districts. The inevitable result of such a course would be, to make the inhabitants of each district directly interested in the largest practicable attendance upon the schools. The greater the number of scholars, the greater will be the amount of money received. Every parent will be more likely to send his children to school when, in effect, he received a compensation for each day's attendance—and that attendance will be more regular, when he feels that each day's absence diminishes the amount bestowed, and increases the necessary taxation for the support of the school.

The report closes with a general review of the condition of the schools, the Superintendent saying:—

The problem is still to be solved, whether the American of the succeeding generation shall hold the same pre-eminence in general intelligence which he has hitherto enjoyed; or whether he shall be excelled in this respect by the natives of other climes, whom inclination or ill fortune may throw upon our shores. If we would maintain our national supremacy—if we would melt the mixed races with which our country is thronged into one homogeneous population, we must extend to all the benefits of thorough common school education—we must indoctrinate our youth with the advantages of superior knowledge, and endow them with all the educational facilities requisite to a life of honor, usefulness and virtue.

Recommendations are made by the State Superintendent in regard to Indian Schools, the Institutions for the Deaf Mutes and Blind, School Supervision, the Election and duty of trustees, and the revision and simplification of the School Laws.

3. PUBLIC SCHOOLS OF THE CITY OF NEW YORK.

There are 52 Ward schools, which include 44 grammar schools for boys, 45 for girls, 3 for boys and girls, and 46 primary departments; 35 primary and 8 colored schools. Pupils on register 138,688, average attendance, 51,489; pupils in Free Academy, 830, in the 44 evening schools, 15,351, in the 3 normal schools, 650, and in the 12 corporate institutions, which share in the public money, 7,309, making in all 161,828 pupils. In the Free Academy, a university education can be obtained, including the highest branches. There are in all about two hundred and eighty organized common schools of all kinds, at which are taught over a hundred thousand pupils. The appropriation for the Board of Education for the last ten years has been as follows:

1850.....	\$267,968	1856.....	\$1,023,354
1851.....	447,487	1857.....	1,100,410
1852.....	502,315	1858.....	1,226,013
1853.....	604,000	1859.....	1,246,080*
1854.....	668,814		
1855.....	956,000	Total for ten years,	\$8,042,361

The expenditure for 1859 was as follows:—For salaries of teachers and janitors, \$617,128 91; new school-houses and repairs, \$363,946 23; fuel, \$29,530 19; books, stationery and apparatus, \$72,485 73; salaries of officers of the Board, \$25,167 63; Free Academy, \$50,112 04; evening schools, \$69,089 23; normal schools, \$9,155 73; contingencies, \$9,384 31. Total, \$1,246,000. Of this sum \$1,038,667 05 was raised by city tax, and the remainder, \$207,332 95, was appropriated from the State fund, toward which the city contributed an equal amount, and \$191,684 03 in addition.

These annual expenditures, though large, are yet small when compared with the results and the number of children taught. Besides, in them are included the cost of the purchase of sites and the erection of several spacious school-houses amounting in 1858, to over \$300,000 for that year. Estimating the population of this city at 800,000 (it may be nearer 1,000,000), the tax on each person for school purposes is less than \$1 50 per annum, or for a family of six persons a tax of seventeen cents per week, or estimating the average number of children taught at 100,000, and the average expenditure at \$1,200,000, the annual expense of teaching each pupil is but \$12.†

The whole of the public schools are under the direction of the Board of Education. This body has control of the general interests of the public schools. Its members are elected by the people, and are responsible to no other power. In the several wards there are also local school boards, which in many respects are independent of the Board of Education. Thus the system is complex and intricate, wanting simplicity, solidity and uniformity. This decentralization causes unnecessary outlays of money and much confusion in the

\* About equal to the total school and college expenditures of Upper Canada, where the number of pupils is three times as great as that in the city of New York!

† The total number of pupils in Upper Canada, including its colleges, is upwards of 300,000; in New York only 100,000, while the cost of education is about the same in both places!

ward school management. It is due, however, to those who have had the administration of the affairs of the Board of Education, or to the system, as defective as it may be, to say that public education has flourished in this city. Our common schools are the nurseries of intelligence and virtue, and have done much to elevate the rising generation. The Superintendent recommends the Board of Education to call on the City Government to enforce the Truant and Vagabond laws and favors a free Academy for girls, the continuance of the evening schools, and a careful organization of the colored schools. He discourages frequent receptions, exhibitions and public concerts in schools, as breaking in upon the regular course of instruction, and the habit of study, and insists upon more attention to warming and ventilation. Corporal punishment, he thinks, should only be inflicted as a *dernier resort*, and then, without anger, or undue severity, and never in the presence of the school or class.

#### INCREASE OF CRIME AMONG THE YOUTH OF NEW YORK.

The crimes of murder and manslaughter, and assaults upon the lives of our citizens, seem to be growing with fearful pace in this city, notwithstanding that we are taxed at the rate of \$1,250,000 for education, and \$3,750,000 a year for the privilege of living in security and peace—a privilege, however, which unfortunately we do not enjoy, as the daily records of crime in the newspapers and the calendars of our criminal courts, both abundantly prove. There have been eighteen convictions obtained at this term of the Court of Oyer and Terminer. The crimes, as remarked by Judge Ingraham, have all been committed by young men—not one of the convicts being over thirty years, but most of them being about twenty or twenty-five years of age—a fact which speaks most unfavorably for juvenile morals in the metropolis, and we think presents a strong contrast to the morals of that class in other large cities. It is rarely that desperate crimes of the character of murder and manslaughter are confined most entirely to the young in any community, although in the general aggregate of crime, this class may be most largely represented. Nor can we believe that this circumstance is attributable solely to the natural depravity of the youth of New York, though it is incontrovertible that recklessness and violence strongly characterize them. It is to be attributed mainly to that spirit of rowdiness and disregard of human life so prevalent amongst us, which leads to bar-room fights and the free use of deadly weapons in moments of passion. And it is attributable, too, with more force, to the inefficiency of the police, who do little to prevent the commission of crime, and not much more toward punishing the offender.—*New York Herald.*

#### 4. PUBLIC SCHOOLS OF NEW JERSEY.

The annual report of the State Superintendent of Public Schools of New Jersey, was lately presented to the Legislature. The following is an abstract:

The school system of New Jersey embraces the Normal and Model Schools at Trenton; the Farnum Preparatory School at Beverly; and 1,690 Public Schools, established in the various cities and townships of the state. The Normal School is reported to be more prosperous than ever before, and the number of pupils greater, being 140 at the last term, and 216 have been sent out for service as teachers. In the Model School the average attendance is 215. The whole number of pupils registered was 131,748; average attendance, 65,475. Total amount of money raised, \$550,732.45. The school fund, January 1, was \$441,769, being an increase of \$10,474.

#### 5. PUBLIC SCHOOLS OF PENNSYLVANIA.

The annual Report of the State Superintendent of Schools, for the year ending June 6, 1859, and transmitted to the Governor Jan. 10, 1860, has been received. The number of Schools in the state, exclusive of Philadelphia, is 11,485; being 203 increase over the previous year, and 1,298 over the year 1854. There are 14,071 teachers, of whom 8,421 are males, and 5,640 females; of these, 1,013 are in the city of Philadelphia. The average salary of male teachers per month, is \$24.36, of females, \$17.79. The total number of pupils in the Common Schools, is 634,651. The entire amount expended for school purposes, including building expenses, is \$2,579,075.77. The school system is growing in popular favor and efficiency, and the Superintendent, with his deputies in the counties, is zealously working to this end. The Lancaster County Normal School has been, during the year, officially recognized under the act of 1857 and the supplementary act of 1859. This is now in successful operation, under the direction of Prof. J. P. Wickersham. There is connected with it, an efficient Model School. Teachers' Institutes have been held in a number of counties, but they are entirely voluntary and receive no aid from the state. The Superin-

endent reports that "the county superintendency has been successful in exact proportion to the fitness and fidelity of the officers, modified in some instances by the inadequate compensation paid, or the persistent want of coöperation on the part of directors." The average salary of these officers, is about \$600.

#### 6. PUBLIC SCHOOLS IN TEXAS.

This State has no regular school system, nor can a country so sparsely settled as this have a very perfect one. There are no organized districts, and no laws about schools, except concerning the distribution of the public money, and reporting the scholastic population, and schools taught, etc. The State has appropriated two million dollars, and one-tenth of the annual State taxes, besides the land grant, as a school fund. The interest accruing from this is the general school fund, and is apportioned, every September, among the different counties, according to the scholastic population. The county courts then pay the tuition of orphans and children of indigent parents, not to exceed ten cents per day for actual attendance at school.

All of the schools are, in fact, private schools. The public generally furnish the school buildings, and the teacher teaches at a regular tuition per pupil, and receives his pay from his patrons, excepting the indigent pupils, and those who are at his option to take or not. The teacher must report to the county court the patrons of his school, and the number of days each patronizes, whether indigent or not, and gets the indigent tuition, and that is all he has to do with law, other than his own. The Schools generally commence in September, and continue forty weeks, and are divided into two equal sessions. The general rates of tuition are the following: common country schools, \$1.50 to \$2.00 per month; high schools (which are by far the greater portion), primary class, \$15.00 to \$20.00; music on piano, melodeon, or guitar, \$20.00 to \$25.00; languages, vocal music, painting, drawing, wax and fancy work, each \$5.00 to \$10.00 per session, for twenty weeks.

The country schools will average from fifteen to thirty pupils each; the city schools more, according to their popularity. A teacher, to do well here, must not be shifting about, but stay in one place.

There are some fine schools in the State, but none of them are producing the good that they would, was there more unity. Generally, the sexes are separately educated, and the schools are the pets of the different churches, which, together, causes much discord. Paris, a city of two thousand inhabitants, has six different schools, and each for itself. Could they all be united into one good union school, there would soon be seen much difference in the pupils, though some of the present schools are highly spoken of.—*Tribune and Telegraph.*

#### 7. THE FREE SCHOOLS OF WISCONSIN.

The Milwaukee *Democrat* compiles the following summary from the report of the state school superintendent:—There are 3,538 school districts, 118 districts which have not reported; 1,611 parts of districts, 78 parts of districts which have not reported, and 657 school houses in joint districts. The average number of months that schools have been taught is five and a half; the whole number of children under four years of age who have attended school is 1,066, and of children over four and under twenty years of age, 2,914. The average number of months children between four and twenty years of age have attended school is four months and a half, and schools have been taught on an average by a male teacher three and a half months, and by a female teacher four months. The average amount of wages per month paid to male teachers has been \$22.93, and to female teachers, \$14.29. The total amount of money received from town and county treasurers and other sources is \$441,058.99, and \$536,860.66 have been paid for teachers' wages, \$3,278.27 for libraries, and \$147,175.54 expended for other purposes. \$85,538.85 at the date of the report were unexpended, \$227,672.06 had been raised by tax and expended for teachers' wages, \$2,093.52 raised by tax and expended for district libraries, \$144,328.99 raised by tax and expended on school houses, and \$80,220.50 raised by tax and expended for other purposes. The total valuation of school-houses is \$1,176,191.73, the highest valuation of any school-house \$20,000, and the lowest \$25. There are 4,377 school-house sites which contain less than an acre, 3,301 school-house sites uninclosed, 1,047 schools without a black-board, and 3,314 schools without outline maps. There are 1,071 district libraries, 179 joint libraries, 41,997 volumes in all the libraries, and 51,062 volumes have been loaned during the year. \$75.93 has been collected for library fines, and \$18.43 of that amount has been expended. There are 210 select and private schools other than incorporated academies, and the average number of pupils attending such schools during the year is 9,772.

### 8. EDUCATION IN THE RED RIVER COLONY.

In a letter published in the *Nor'-Wester*, by Mr. James Ross, we take the following information respecting the educational status of the Colony :

The Red River Settlement is pretty equally divided between Protestants and Catholics—there being in round numbers, about 4,000 of each. Happily, there is perfect harmony and good feeling between both sections. We are so situated that there is no need to intermingle for educational purposes, and thus the lamentable feuds, which mar the usefulness of educational systems in other countries, have not germinated here as yet. In the Protestant section, there are six or seven day schools, at which both boys and girls attend. Were all the children to attend, it could be shown that there are not schools enough; and the fact that there is abundance of accommodation proves that the attendance is not as general as it should be. The once-famous "Red River Academy" has all but expired. It was really a credit to the country, and, though styled "Academy," would have compared favourably with many so-called "Colleges." Mr. Isbister, of London, whose attainments are admitted to be of a high order, was trained in this Academy. One who went directly to the University of Cambridge, took a scholarship at his first examination, held it during his Collegiate course, and graduated creditably. A second, who followed him a year later, ranked high in the examinations, but was prevented by illness from completing his course. A third went directly from it to the University of Toronto, took a scholarship at the first examination, took two the second year, held them for three years, and at the final examination obtained, besides a degree of B.A., two gold medals and one silver one. These are specimens of the students trained at the Red River Academy. Their success abroad must be attributed to previous training as well as to natural talent.

### IV. Biographical Sketches.

#### No. 6. HENRY FISHER, ESQ.

(Late Chief Superintendent of Education for New Brunswick.)

Death has again been in our midst, and on this occasion he has claimed a valuable victim. After an illness of nearly six weeks, which terminated in an abscess of the lungs, Henry Fisher, Esq., Chief Superintendent of Schools for the Province, and brother to the Attorney General, expired at his residence in this City on Wednesday morning, in the 48th year of his age. Mr. Fisher was a man of christian character, fine talents, and a most kind and amiable disposition. His friendships were strong and permanent, and his memory and judgment were seldom if ever defective.—A harsh word never escaped him, and well can we bear witness to the fact, that while his information was truly extensive, he never wished to remain oblivious of the faults or failings of those with whom he came in contact. Nearly two years ago the government appointed him Chief Superintendent of Schools, and from that period till the very day upon which he took his last illness at a Teacher's meeting in this city, he never ceased to prosecute his arduous and important duties with a zeal which scarcely knew any bounds, and which in conjunction with a rather weakly constitution, finally led to his premature dissolution. As a public speaker and writer Mr. Fisher had but few equals in the Province; and these gifts, with his untiring application and sound judgment rendered him a most valuable acquisition to the important office for which he had been selected. Instant in season and out of season at his post, he visited and lectured at almost every important station of the Province, during the short period of his official life, making friends among all classes of the community, and especially securing the good will and co-operation of that important one over which he had been appointed to preside. His loss, as a public man will long be felt throughout the country, while to those who knew him best, that loss will be felt most severely. Peace to his ashes! a kinder man or a more attached and sincere friend we have never known. He has left a widow, two sons, and a large circle of brothers, sisters, and more distant relatives, to lament his dissolution, yet to acknowledge that their loss is his everlasting gain.—*New Brunswick Reporter, Feb. 3rd.*

#### No. 7. THE HON. JAMES CROOKS. M.L.C.

This gentleman died early on 2nd March, at his residence, in Flamboro' West, from the effects of a paralytic stroke. He has gone from amongst us, perhaps not so full of honor as of years, but highly esteemed and respected by all, for his manly, straightforward and honorable conduct through life. Mr. Crooks had long been prominent as a public man. He was a resident of Niagara

from about the year 1794, having emigrated from Scotland quite young. He was in business many years in this place as a merchant, and we recollect his remarking once to us that he sent the first load of wheat and the first load of flour ever shipped from Upper Canada to Montreal. It was shipped from Niagara. Mr. Crooks represented Niagara in the Upper Canada Parliament, before the war of 1812. During the war he was captain of a company of the 1st Lincoln Militia, and fought gallantly at Queenston and other places. He was subsequently raised to the Legislative Council, of which body he was a member for upwards of twenty-five years. He was thoroughly independent in his views, and favored neither party in the Legislature, but was generally found supporting all good measures. The Hon. Mr. Crooks established the first paper mill in this part of the Province, and carried it on successfully for many years; but he grew tired of business as old age wore on, and finally abandoned the paper-making business. The facilities at his command were limited, because the demand for paper was light, yet the Flamboro' paper mill supplied the wants of the entire community then; now the case is different, and such an establishment would do but little in keeping up a supply for the newspaper offices within range of the old mill. Having held his seat by nomination from the Crown, the death of Mr. Crooks will not cause an election. He was in the 82nd year of his age, having been born in Kilmarnock, Scotland, in 1778; his demise will be deeply and sincerely regretted by all who knew him.—*Hamilton Spectator and Niagara Mail.*

#### No. 8. GEORGE BROUSE, ESQ.

Died at his residence Iroquois, on Sunday the 12th Feb., George Brouse, Esq., formerly M.P.P. for the County of Dundas, in the 71st year of his age. Over seventy years since, when the forest covered the bank of the St. Lawrence, the howl of the wolf, the bark of the fox, the heavy tread of the prowling bear, were matters of every day occurrence, was the subject of this notice born, on the very spot of ground where now stands the residence in which he breathed his last. He was the oldest merchant of Matilda; one of the oldest Post Masters in the Province;—was once a member of the Legislature of Upper Canada; was one of the most active and useful men in the County; the father of a large family, by whom he was fondly loved,—a kind neighbour, and a steadfast believer in the verities of the Christian Religion. So pass away the old men of our country. May the young men emulate their virtues.—*Brockville Recorder.*

#### No. 9. SIR WILLIAM NAPIER, K.C.B.

This gallant officer, whose death is announced, was born at Castletown, Ireland, in 1785. His father was Colonel the Honorable George Napier, and his mother the celebrated Sarah Lennox, daughter of the second Duke of Richmond. When but fifteen years of age, Sir William entered the army. He served at the siege of Copenhagen, followed Sir John Moore to the Spanish Peninsula in 1808, and was in command of the Forty-third Regiment at Salamanca, Nivelle, and Nive. The wounds which he received in the battles in which he was engaged, were emphatic proof of his daring and bravery as a soldier. For six years, from 1842 to 1848, when he was created a Military Knight, and became Colonel of the Twenty-seventh Regiment, Sir William was Governor of Guernsey. In 1851, he was advanced to the rank of Lieutenant-General. The intervals of leisure which he enjoyed were devoted to recording the history of the wars in which he had taken part. To his pen we are indebted for the "History of the War in the Peninsula and in the South of France, from the year 1807 to 1814." Against the current of popular and political prejudice, the work forced its way by its intrinsic fascinations, to the summit of public favour. The truth is, besides the genuine nationality of its object and its tone, there was a dignity in the treatment and a living verity in the descriptions, which led the mind unresistingly captive. Never before had such scenes been portrayed, nor with such wonderful coloring. The completion of this extraordinary work not only established Colonel Napier's fame as an author, but contributed probably, in conjunction with the brilliant services of his brother Charles, to improve even his professional position. He had indeed earned in the fair discharge of military duty all the promotion which now overtook him, for he had borne active and distinguished part throughout a protracted war, and was justly entitled to the gradual advancement reserved for its survivors. Sir William's devotion to the reputation of his brother is almost without a parallel. On this point he would brook no question at any hands. In the Ionian Islands, in India, in the command of a home district—wherever Sir Charles Napier was stationed, and whatever he did, his acts were right. The historian of the war in

the Peninsula even resumed his pen, for his brother's sake, to write the Conquest of Scinde, and so wholly must his heart have been in the task that his alleged preference of this work to his great achievement is not quite incredible. Even when the life and services of Sir Charles had terminated together, Sir William stood champion over his grave, and at the most critical period of Indian debates, his chief anxiety was for the reputation of his brother, which in these discussions he thought might possibly be impugned. How little measure he observed in the controversies which this devotion provoked, we need not stop to remark. His labors are now ended, and the image which will remain impressed upon the memory of the public is that of a noble soldier who did his duty in one of England's greatest wars, and who afterwards redoubled this service by raising for his country an imperishable monument of the glory she had acquired.

## V. Papers on Practical Education.

### 1. RESPONSIBILITY OF PARENTS AND TEACHERS.

"Time was, when settling on thy leaf, a fly  
Could shake thee to the root; and time has been  
When tempests could not."

If to pilot a ship across the ocean be a work of great responsibility, requiring prudence and judgment, as well as knowledge and experience, much more is it such a work to guide an immortal spirit through the tumultuous sea of youthful passions and childish impetuosity, and to secure for it a safe passage through the dangers and perils of manhood and old age. A ship on the ocean may founder and go to the bottom, and no one, perhaps, suffer a single pain or breathe a single sigh; but an immortal soul, wrecked upon the shore of time, may spend an eternity in sighs and groans, but they can not undo the past or rectify a single mistake.

What the pilot is to the ship, the parent and teacher are to the child. The one conducts a frail bark far out to sea, beyond the reach of special dangers, and then surrenders his charge into other hands. The other guides a deathless spirit through the perils and quicksands of childhood and youth, and then leaves it to the mercy of a treacherous world, to drift upon the tide of circumstance, or to follow the bent of its inclinations given to it by parental training and discipline. Though they can not insure a successful issue, yet they are in a great degree responsible for the future career and the fate of the child; for it is expressly said, "Train up a child in the way he should go, and when he is old he will not depart from it." If, then, the words of the wise man are true, and if children do depart from the way they should go, or rather are never taught to walk in it, and go down to destruction and to eternal death, whose fault is it if not that of their parents and teachers?

Parents can not be too deeply impressed with the weight of the responsibility which presses upon them, or of the importance of the early religious training of the immortal spirits intrusted to their care. Next to their own salvation, there is no subject of so great importance, or that should command so much of their attention, their time, and their labor, as the spiritual and intellectual education of their children.

It is their duty to train them up for heaven—to fit them for usefulness in this world, and for the enjoyment of the rest and felicity of a better world. This obligation is laid upon them, and it is in their power, in a measure, so to do, else the injunction of the apostle had never been given them to bring up their children in the nurture and admonition of the Lord. Yet how many there are in every community, children even of professing Christians, who, through the negligence of their parents, or the force of their evil example, or the want of timely or judicious instruction, have grown up in ignorance; to become vicious, profligate and wicked men; a cause of grief to their parents, and a source of moral contagion to the wide circle of acquaintance in which they move. Many parents there are who see these evils, and charge them to their proper source, who at the same time are little conscious that the course which they are pursuing with their own children is tending to the same results—to profligacy and ruin.—*Advocate and Guardian.*

### 2. DO WE NOT EXPECT TOO MUCH FROM OUR PUPILS?

Do we not oftentimes expect too much from our pupils?—too much patient study, too much sobriety and earnest work? Are we not often disappointed that they do no better, when if we would but reflect a moment we should feel that the efforts they are making are really great and the results far more than we have any right to look for—they are not men; they are only little "boys"—fun-loving boys, joyous and overflowing with mirth and happiness, just as God intended

boys should be; and the little tricks and jokes which cause us so much trouble and which we labor to check—who of us can not look back to childhood's days and recall many boyish tricks in which we took part; in how few did malice or evil motives have a part? who of us feels that his manhood is any the less happy or noble in consequence! Let us, then, in the discipline of our pupils remember that the things which simply annoy us, are to be distinguished widely from the really, wilfully wrong—and may it be our daily effort so to teach that when the boys shall be men, they may be good men, wise men, such men as bless the world while they live, and hear from God's own lips the "well done," when they die.—*Conn. Com. School Journal.*

### 3. OVERTASKING CHILDREN IN SCHOOL.

The subject of overtaking children in schools, has been considerably discussed in Salem, Mass. As a consequence, the committee of the classical and high schools have reduced the number of daily recitations from four to three. Thus far, the change has worked beneficially to the school.

### 4. THE CHILD'S HEART GOES TO SCHOOL AS WELL AS HIS BODY.

Think not your work is done and your contract fulfilled when you have made your pupils expert arithmeticians and skilful grammarians; the heart has come to school to you as well as the head, and takes lessons as regular, and often far more imposing and abiding than those you assign to the intellect. You yourself feel the conviction daily stealing over you.

Why is it that you almost involuntarily suppress the careless jest, the look of levity, or the scurrility, you, alas, may elsewhere indulge in, and put on the air, at least, of candor and virtue in the presence of those little children? Is it not that you feel that eyes bright with faith and affection are scanning every moment your actions, and imitative and impressible hearts are continually drinking in the manifestations of your mind and spirit; that your breath, if laden with profanity, would stain their souls with quick and indelible pollution.—*N. Y. Teacher.*

## VI. Papers on Natural History.

### 1. INTERESTING CHARACTER OF BOTANICAL STUDY —LICHENS.

If "beauty be God's handwriting," as a pious naturalist has said, the study of it is no less the nursery of taste than of piety. Why has God so abundantly diffused it around us in earth, and air, and sky, but to be perceived and enjoyed? and where shall we find it so perfectly developed, and so easy of observation as in the delicate organisms of the vegetable kingdom? To the contemplative mind and educated eye, no walk can be uninteresting. The humblest wayside flower will amply repay the close observer for his attention, and he will often discover unexpected wonders in those "common things" which he has so often passed over with heedless indifference.

As the objects themselves are individually beautiful, and many of them enriched with delicious odours, the student is rewarded not only with the gratification of more than one of his senses, but his mind is refreshed by the traces of wisdom and design which he discovers at every step of the investigation. Who has not observed the early delight of childhood as it gathers the wild flower of the wayside? And who that has seen it, or remembers the days of his own childhood, but must admit that the love of the beautiful is one of the most universally bestowed gifts of God to man? If so, how careful ought we to be to cultivate this divine emanation, so early bestowed upon us, and so well calculated to increase our enjoyment of the world in which our lot is cast?

"To love the beautiful is not to hate  
The Holy, nor to wander from the true."

Far otherwise—to contemplate *beauty* in any natural object is to contemplate God, the fountain of all loveliness! for,

"There's not a flower  
But shows some touch in freckle, streak, or stain,  
Of His unrivalled pencil.

There is not one but  
Seems, as it issues from the shapeless mould,  
An emanation of indwelling life,  
A visible token of the upholding loves,  
That are the soul of this wide universe.

Let us thus drink it in at every sense, and study it in every form, for it is a charmed draught, a cup of blessing, a wayside sacrament, winning the soul to pay the homage of its admiration and its praise,

and leading it to a thankful consecration to the "Author and Giver of all good."

"Happy who walk with Him, whom what he fuds  
In nature, from the broad majestic oak  
To the green blade that twinkles in the sun,  
Prompts with remembrance of a present God."

\* \* \* \* \*  
To discover beauty and utility where we least expect to find them, is one of those pleasant surprises which we value most—an interesting instance of which lately fell under my own observation. I happened to be walking with some friends along one of our suburban roads; and observing some beautiful patches of *Lichen* on the surface of some stones in the wall, by the side of which our walk lay, I took out a small pocket-lens to examine them closely. All walked forward but one young lady, lately arrived in Ireland, from one of the great manufacturing towns in Yorkshire. She seemed highly amused at my inspection of the wall, and after looking at me for some time, she playfully inquired if I could "see farther into the stone wall than any one else." I asked her if she saw nothing peculiar in the aspect of the stones? to which she replied—"no—nothing!" "I see they are stones of different shades, and that's all." I now drew her attention to the broad circular stains of various colours; some brown, some of a whitish mealy green: some of a blackish brown, so thinly spread, so close and hard as to have almost the appearance of party-coloured stone. Handing her the glass, she soon discovered that they were minute vegetable incrustations, with beautiful little golden cups or discs, which stood out under the microscope distinctly from the surface upon which they grew. My young friends can well understand the surprise and delight of this discovery! As we walked along, every fresh patch of *Lichen* was carefully examined; and the wall, which but a few minutes before was wholly uninteresting to her, now seemed redolent of beauty.

Reader, what do you know about *Lichens*? You can scarcely ever take a walk without meeting with them, either upon the sunny side of the wall, upon the rugged stones beside the upland path, on the stems of trees, or on the apple-trees in your garden. Their aspects are as varied as their situations, but there is a certain peculiarity about all which convinces you that they belong to a separate group in the vegetable kingdom. The "beard moss" of the apple-tree, with its tufts of glaucous green, the mealy or pulverulent *Lichens*, staining the surface of the stones in beautiful ramifications, and the delicate greenish-white arborescent masses of the Reindeer Moss, found among the heath-stools on the moor, and the hoary "cup moss," with its bright scarlet rims—all belong to this interesting family.

Who would suppose that these humble denizens of rocks and wastes were nature's most industrious labourers in the preparation of the sterile rock for the reception of plants, and the great forerunners of all vegetation? Yet so it is. Linnæus, with his usual felicity, terms them *vernaculi*, or *bond-slaves*, from their being chained to the rock; and a little consideration will show how well they perform their duty in their humble sphere of labour.

Most of those which grow upon rocks generate a considerable amount of oxalic acid, which acts chemically upon the surface of the stone, and thus forming little cups or hollows that retain the moisture which gradually finds its way into the crevices of the rock. The frosts of winter rend the moistened surface into minute fragments, by their expansion, and thus a thin film of soil is added yearly. Successive generations of these "bond-slaves" indefatigably perform their duties, until at length, as the result of their accumulated toil, the barren rock—the pumice or lava of the volcano—become converted into fruitful fields. "When Flora has once planted her standard she never relinquishes her hold. Her storming party keeps possession of the breach until her reserves come up in order—mosses, and ferns, and grasses, and trees, and flowers, successively establish themselves on the acquired territory, and the conquest is complete."—*J. B. D. (Sandymount), in the Irish Evangelist.*

## VII. Miscellaneous.

### 1. THE GREEN MOSS.

Delicate thing is the green, green moss  
That clings to the crumbling wall;  
Its mother's the damp from the cold, cold earth,  
The air we its sire may call;  
For it is fed by the breeze with the tiny dust,  
And drinks of the eve's soft tears,  
And daintily spreads forth its emerald crust  
O'er the stone it had nursed for years;  
And living on the rich man's loss,  
A tale is told by the green, green moss.

It creeps o'er the tomb of the bold and brave,  
That crumble to dust alone;  
And spreadeth a shroud o'er the poor man's grave  
Which not e'en a friend will own;  
It silently telleth how pride decays,  
And how vain that pride has been,  
And the mouldering towers of ancient days  
It loveth to mantle and green:  
Glorying in the rich man's loss,  
A tale is told of the green, green moss.

A carpet it spreads o'er the marshy bed  
Where the forests imbedded rest,  
And mildly it raiseth the delicate head  
From the mouldering princely crest;  
And the fair green moss on the old church spire  
Tells how bright a life may be,  
When age rings the curfew to quench youth's fire,  
If the heart from guilt be free:  
Rising on the ruined gill,  
How true a tale tells the green, green moss!

### 2. THE YOUNG QUEEN—A BEAUTIFUL INCIDENT.

William IV. expired about midnight, at Windsor Palace. The Archbishop of Canterbury, with other peers and high functionaries of the kingdom were in attendance. As soon as the "sceptre had departed" with the last breath of the King, the Archbishop quitted Windsor Castle, and made his way, with all possible speed to Kensington Palace, the residence at the time of the Princess—already by the law of succession, Queen Victoria. He arrived long before daylight, announced himself and requested an immediate interview with the Princess. She hastily attired herself and met the venerable prelate in her ante-room. He informed her of the demise of King William IV. and formally announced to her that she was, in law and right, successor to the deceased monarch. "The sovereignty of the most powerful nation of the earth lay at the feet of a girl of eighteen." She was, *de jure* queen of the only realm, in fact of history, "on which the sun never sets." She was deeply agitated at the "formidable words, so fraught with blessings or calamity." The first words she was able to utter were these, "I ask your prayers in my behalf." They knelt down together; and Victoria inaugurated her reign, like the young King of Israel in the olden time, by asking from the Most High, who ruleth in the kingdoms of men, "an understanding heart to judge so great a people, who could not be numbered nor counted for multitude." The sequel of her reign has been worthy of such a beginning. Every throne of Europe has tottered since that day. Most of them have for a time overturned. That of England was never so firmly seated in the loyalty and love of the people as at this hour. Queen Victoria enjoys a personal influence, too—the heartfelt homage as a wife, a mother, a friend and benefactor to the poor, a Christian woman—incomparably wiser and greater than any monarch now reigning. She is loved at home and admired abroad. In America there exists a more profound and abiding respect for Victoria than perhaps for any other living person. Being a practical people, we recognize and appreciate the value of her example to rulers and the ruled.

### 3. THE QUEEN AND HER CHILDREN—PRINCE ALFRED'S RESPECT FOR THE SABBATH.

The *Star of the East*, a paper published at Athens, Greece, speaks in high praise of a beautiful letter written by Queen Victoria to Amelia, Queen of Greece, to thank her for the kindness she exhibited to her son, Prince Alfred, during his late visit to that classic land. The warm heart of the Englishwoman has not been chilled by the conventionalities and forms surrounding the monarch of a great nation; and a mother's love had, undoubtedly, quite as much to do with the dictating of the epistle as a wise regard to policy. And here we may as well mention a pleasing incident connected with the stay of Prince Alfred at Athens. It may allay any fears that have been entertained, lest the young Prince should prove to have been injured by his tour through Europe, and spoiled by the adulation he has received everywhere, and not least of all in the "Eternal City." The celebration of the Olympic Games, (revived in December last, for the first time since the days of their suppression through the influence of Christianity,) happened to be under way at the very moment when the Prince reached Athens. Hearing of his expected arrival, the committee of management deferred the horse-race in the hippodrome—one of the most important parts of the festive occasion—from Monday until the succeeding Sunday, so that he might grace it with his presence. "But the son of the Queen of England

had received a different education from the gentlemen of the committee, and answered positively and emphatically that 'he could not be present at the race, on the holy day of the Lord,' and the committee postponed it anew until the next Tuesday, when it took place." One of the Athenian papers mentions this circumstance under the heading of "A fine but useless lesson," and adds, that with singular disregard for the wholesome instruction they might have drawn from Prince Alfred's reply, the committee appointed the foot-race for a succeeding Sunday.

#### 4. LORD BROUGHAM AND MR. GLADSTONE.

The *Scotsman* says:—"A very significant compliment to Mr. Gladstone's oratory, and a very striking incident in itself, appears not to have been marked by our London contemporaries. We mean the presence of Lord Brougham within the walls of the House of Commons for the first time during very nearly thirty years; that is, since he left it in 1830, to become Lord Chancellor. It is pretty well known that Lord Brougham left the House of Commons to preside over the House of Lords, with the utmost pain and reluctance; that his own most earnest desire was, not to accept any office which necessitated the abdication of his position as a member for Yorkshire, and that he took a position nominally and titularly higher only at the most urgent entreaty and virtual command of his party. Since his removal, he has never once been known to enter as auditor within those walls which had so often echoed with his eloquence. On Friday night, for the first time, he overcame this remarkable reluctance; and then, too, for the first time, it is understood, he heard the man who now occupies the position he himself so long held unrivalled and undisputed—the greatest orator in the British House of Commons. Lord Brougham was seen to listen intently during the whole four hours during which Mr. Gladstone unfolded his budget, and is known to have expressed the highest admiration of the speech, as a masterpiece of clear and skillful statement and persuasive rhetoric."

### VIII. Short Critical Notices of Books.

— **MANUAL OF PUBLIC LIBRARIES, INSTITUTIONS, AND SOCIETIES IN THE UNITED STATES AND BRITISH PROVINCES;** by Wm. J. Rhees. Philadelphia: J. B. Lippincott & Co. This valuable work, compiled by the First Clerk of the Smithsonian Institution, Washington, was intended to have been merely a continuation of the report of Prof. Jewett, published in 1850; but being more extensive than was originally designed, it has been published by the compiler himself. It contains a sufficiently minute and interesting account of all the various libraries in the United States and the British Provinces, whether Public, Collegiate, or School Libraries. The list of libraries and the index are pretty full, and render the work of the greatest value as one of reference on this particular subject. We shall have pleasure in making extracts in a future number of this *Journal*.

— **A SELECT GLOSSARY OF ENGLISH WORDS** formerly used in senses different from their present; by the Very Rev. R. C. Trench, D.D., Dean of Westminster. New York: J. S. Redfield. Dr. Trench is so well known as an able English philologist, that his works do not require special commendation from our hands. The object of the author has been to furnish a select glossary of English words for the careful study and mental discipline of that class of young men who neglect or have not sufficient opportunity to enjoy "the inestimable advantages" of a study of the Greek and Latin languages. The words are alphabetically arranged, and the old and new meanings copiously illustrated.

— **GUIDE TO A KNOWLEDGE OF LIFE,** vegetable and animal; being a comprehensive manual of Physiology, viewed in relation to the maintenance of health; by R. J. Mann, M.D. New York: C. S. Francis & Co. This seems to be an excellent work of the kind. It is well arranged and is written in a clear and interesting manner. The illustration and verbal explanation of technical words in the text, render it a useful manual.

— **THE ORIGIN OF SPECIES,** by means of natural selection, or the preservation of races in the struggle for life; by Charles Darwin, M.A. New York: D. Appleton & Co. To do justice to so comprehensive a work as this, although it is merely an "Abstract" of a larger one in preparation, would far exceed the limits at our disposal. The high authority of Mr. Darwin as a close and accurate observer in natural history invests his present work with an additional degree of interest, and will cause it to be extensively read. He seeks to establish the fact that each species of plants

and animals belonging to the same genera has not been independently created; that the species are not unchangeable, but that those which belong to the same genera are the lineal posterity of another and generally extinct species. As a coincidence of the view of another independent labourer in the same part of science, Mr. Darwin, in his preface, says, that Mr. Wallace, who is now studying the Natural History of the Malay Archipelago, has, without any previous knowledge of his theory, arrived at the same conclusion with regard to the origin of species. Although Mr. Darwin's views may be strongly opposed, his work will be looked upon as another valuable contribution to the investigation of the science of Natural History.

— **MEMOIRS OF JAMES WILSON, Esq.,** of Woodville; by the Rev. James Hamilton, D.D. New York: Carter & Bro. This is a delightful work in biography of the brother of the distinguished Prof. John Wilson, of Edinburgh, from the gifted pen of the well-known author of "Life in Earnest," "Mount of Olives," "the Royal Preacher," and other kindred works. It is full of incident and anecdote, such as might be expected to fill up the good and active life of so industrious a contributor to Magazines and Natural History publications of Scotland and England as Mr. Wilson. The extracts from his letters and selections from his lighter literary efforts, given by Dr. Hamilton, prove him to have been of a kind and genial disposition, as well as possessed of a versatile pen.

— **LIFE OF THE REV. RICHARD KNILL;** by C. M. Birrell. New York: R. Carter & Bro. This sketch of the life of an estimable Congregational Minister, who was for many years a missionary at St. Petersburg, is written with a good deal of vivacity and apparent fidelity to the every day lifelike character of a Christian missionary. The interesting review of Mr. Knill's life and labours appended to the volume, from the pen of the venerable John Angell James, deserves additional interest, from the fact that it was his last act, and its revision was only completed a few hours before this excellent man ceased at once to work and live.

[Other publications received from Messrs. Carter, in our next.]

### IX. Educational Intelligence.

#### CANADA.

— **NIAGARA GRAMMAR SCHOOL PRIZE PUPILS.**—A very interesting examination took place last week, in the Town Hall, of boys belonging to the Common School, who were candidates for admission into the Grammar School, pursuant to a late resolution of the Board of Trustees. The Chairman of the Board, Col. Kingsmill, and the Rev. Mr. Phillips, conducted the examination. Five candidates presented themselves, and the competition among them was so close and so creditable that the judges were hardly able to decide where the advantage lay. Three boys were, however, selected, but the merits of the other two were so nearly equal, that the examiners could not find it in their hearts to reject them, and it was determined to admit all five. This commencement to open the Grammar School to prize pupils from the Common School, is one of the best moves that has been made for years, to create a new spirit in school matters. It will have the best result imaginable to the pupils in the Common Schools, as offering a valuable prize for successful studies, and thus creating a spirit of emulation that will be shared in by all. It is not only a proper reward for the best boys, but it will stir up the most sluggish and careless to think more of their school and the advantage of application to their books. To Col. Kingsmill the public is mainly indebted for this new feature in our schools, and in which he has been handsomely seconded by the Board of Trustees and the Master of the Grammar School.—*Niagara Mail*.

— **TOBACCO FORBIDDEN IN THE LONDON SCHOOLS.**—The School Trustees of London, U. C., have found it necessary to strictly prohibit the use of tobacco by the teachers during school hours.

#### GREAT BRITAIN.

— **MRS. COURTS' MUNIFICENT DONATION TO OXFORD.**—It is stated that Miss Burdett Courts has signified her wish to present to the University of Oxford a rich collection of Devonshire fossils; and also to appropriate the sum of \$5,000 to found two annual scholarships for advancement in geology and similar natural science.

— MARINE COLLEGE IN ENGLAND.—Dr. Winterbottom, has bequeathed \$100,000 to trustees, to establish a Marine School or College in South Shields, England, for the education of seafaring men, free of cost, in nautical astronomy and the higher branches of navigation.

### X. Departmental Notices.

#### CANDIDATES FOR GRAMMAR SCHOOL MASTERSHIPS.

The next examination of candidates for Grammar School masterships, will take place in the Normal School Buildings, Toronto, on the first Monday in April.

#### NOTICE TO GRAMMAR SCHOOL MASTERS.

The vacations in the Model Grammar School have been lately altered so as to allow an opportunity to Grammar School Masters of visiting the school during their own vacations. The sessions, will in future, extend from the Monday after Easter until the fourth Friday in July, and from the Monday following the end of a seven weeks' vacation from that day until the 22nd of December.

#### POSTAGE REGULATION IN REGARD TO GRAMMAR AND COMMON SCHOOL RETURNS.

All official returns which are required by law to be forwarded to the Chief Superintendent, or a Local Superintendent, and which are made upon the printed blank forms furnished by the Educational Department, *must be pre-paid*, at the rate of one cent, and be open to inspection, so as to entitle them to pass through the post as printed papers. No letters should be enclosed with such returns. A neglect to observe this regulation has repeatedly subjected this Department to an unnecessary charge of 14 cts. and 21 cts. on each package, including the Post Office fine of nearly *fifty per cent.* for non-payment.

#### PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will, therefore, please send such an additional sum for the payment of this postage, at the rate specified, and the new Customs duty, as may be necessary.

#### INDISTINCT POST MARKS.

We receive, in the course of the year, a number of letters on which post marks are very indistinct, or altogether omitted. These marks are often so important that Postmasters would do well to see that the requirement of the post office department in relation to stamping the post mark on letters is carefully attended to.

#### SCHOOL REGISTERS SUPPLIED THROUGH LOCAL SUPERINTENDENTS.

School Registers are supplied gratuitously, from the Department, to Common and Separate School Trustees in Cities, Towns, Villages, and Townships by the County Clerk—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters, upon application to the Department.

#### PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

Prison Libraries, and Teachers' County Association Libraries, may, under these regulations, be established by County Councils, as branch libraries.

#### PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for prizes in Grammar and Common Schools. Catalogues and Forms forwarded upon application. Where Maps, Apparatus, Prizes, or Library Books are required, it will be necessary to send *not less than \$5* for each class.

#### SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department by Municipal and School Corporations on behalf of Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person, acting on behalf of the Municipality or Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of articles to be sent can always be made by the Department, when so desired.

#### NO PENSIONS TO COMMON SCHOOL TEACHERS, UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund.

#### LOVELL'S SERIES OF SCHOOL BOOKS.

##### NEW BOOKS JUST PUBLISHED.

**THE NATIONAL ARITHMETIC**, in theory and practice (in decimals.) By J. H. Sangster. Price 60 cts.

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**THE CLASSICAL ENGLISH SPELLING BOOK**, comprising all the important Root words from the Anglo Saxon, the Latin, and the Greek, and several hundred exercises in derivations and in verbal distinctions. By Geo. P. Vasey. Price 20 cts.

**ENGLISH GRAMMAR MADE EASY**, and adapted to the capacity of children; in which English accidence and etymological parsing are rendered simple and attractive. By Geo. P. Vasey. Price 20 cts.

**THE BRITISH-AMERICAN READER**, for the use of Schools, on the History, Geology, and Botany, Natural History and Productions, Climate and Scenery of British North America. By J. Douglas Borthwick. Price 50 cts.

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Toronto, February, 1860.

**JOHN ELLIS**, ENGRAVER and LITHOGRAPHER, 8, King Street West, Toronto. Trustees supplied with School Seals at \$2 each; also Lever Presses and Dies for Corporations or Notaries, at \$8. Arms or Crests on Envelopes.—Visiting and Wedding Cards.

Toronto, February, 1860.

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

TORONTO: Printed by LOVELL & GIBSON, corner of Yonge and Melinda Streets.