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THE REVEREND EGERTON RYERSON, D.D.

Chief Superintendent of Schools;

ASSISTED BY MR. J. GEORGE HODGINS.

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ALPHABETICAL INDEX TO VOLUME I.

N. B.—The figures refer to the pages.

A

- Accounting for School-moneys by District Superintendents, mode of, recommended by the Chief Superintendent, 9, 10.
- Acknowledgments, 96, 128, 160, 192, 224, 256, 288, 320, 352.
- Act, sections of the School, of U. C., relative to the powers and duties of Trustees and Teachers, with Forms, &c. 338-352.
- Address to the Trustees of Common Schools in Upper Canada, by the Chief Superintendent, 71-79.
- Agricultural Education in Upper Canada, by H. Y. Hind, Esquire, Mathematical Master, and Lecturer in Chemistry and Natural Philosophy, in the Provincial Normal School, 103-107; 166-172; 198-202; 225-228.
- Agricultural Experiments connected with the Provincial Normal School, 108-112.
- Agricultural People, importance of Education to, (Lecture by the Chief Superintendent of Schools,) 257-268.
- Albany, N. Y., Free Schools in, 123.
- All the People, true method of educating, 285.
- American Authors, short selections from, 181-182; 214-215.
- Ancient Books, 369.
- Ancients and Moderns compared, 274.
- Apparatus, use of, in Schools, 301-303.
- Appeals to the Chief Superintendent, 351.
- Apportionment of Legislative Sch'l Grant for 1848, 4; 150.
- Aristotle on the importance of Education, 87.
- Arithmetic, suggestions on the mode of teaching, 235-237.
- Arnold, Dr., on the choice of a teacher, 213.
- Assessment for the support of Schools, should be collected before the end of the year, 5, 6; mode of imposing, in Cities and Towns, 20.
- Attention, best mode of securing, 210, 211.

B

- Badly governed School, proofs of, 182.
- Baird, Rev. Dr., on true theory of Education, 240; on object of Education, 243.
- Bampton Lectures, quoted, 179.
- Barnard, Hon. H., 52; 185.
- Basis of the compulsory system of Education in Prussia, Saxony, and Switzerland, 241-243.

- Bathurst Dist., Superintendent's remarks on state of Schools in, 116; errata to, 174; Report on Schs. in Oct. 1848, 372.
- Bias, true, of Education, 166; of a liberal Education, 276.
- Bible, the, its importance in Com. Schools, 31; 38; 241; 243; 268; 351; 361-365.
- Board of Education for Upper Canada, mode of proceeding of the, respecting Text-books for Common Schools, 8.
- Boards of Education, their origin, constitution, and objects in different countries, 49-56; why not invested with the administrative power of an individual head of a department in any country, 55, 56.
- Books, Text, for Common Schools, 7, 22, 31, 63, 77, 372.
- Boy, bad, how to reform, 183; brave, 216.
- Briggs, Governor of the State of Massachusetts, on Free Schools, 191; on Common Schools and popular Education, 207, 208.
- Brock District, Superintendent's abstract view of Common Schools in, 310-313; Report on Schools in Nov. 1848, 373.
- Brougham, Lord, on Normal School Training, 86; 119.
- Buffalo, N. Y., Free Schools in, 219.
- Bulwer, Sir E. L., on Common Sense, 85; on Excellencies of Knowledge, 179.
- Business of Education little understood, 180.

C

- Calliopean*, the, notice of, 159.
- Carlyle on how to be a man, 369.
- Cause of a country's enterprise and prosperity, 90.
- Chalmers, Dr., quoted, 166.
- Chancellors, Lord, who have risen from an obscure social position, 213.
- Cheap School-masters, a bad bargain, 38; 350.
- Cheap-dear School, 64.
- Chief Superintendent of Schools for Upper Canada, Circular of, to District Councils, 4-16; Circular of, to Heads of City and Town Corporations, explanatory of the City and Town School Law, and suggestions for carrying it into effect, 16-24; Letter of, to the Provincial Secretary, transmitting and explaining the original draft of the Common School Act, 9th Vic., ch. xx. 36-45; *ditto*, transmitting and explaining the original draft of the Act, 10th and 11th Vic., ch. xix,

- 16-19, 46-49; Address by, to Trustees of Common Schools, 71-79; Lecture by, on the Obligations of Educated Men, 161-166, 193-198; *ditto*, on the Importance of Education to an Agricultural People, 257-268; *ditto*, on the Importance of Education to a Free People, 289-301; *ditto*, on Free Schools, 308, 309; Appeals to, 351; Circular of, to District Superintendents, relative to the local School Reports for 1848, 353-355.
- Chief Justice Robinson on the system of Common School Instruction in Upper Canada, 319.
- Children, worst starvation of, 127; first impressions and difference in the minds of, 176-178; importance of educating the, of poor parents, 214; should be taught to sing, 216; how to teach, 332; should be taught to think, 334; should be taught the laws of health, 335; "who educates your, 365."
- Childhood, the sanctity of, 368.
- China, stimulus to Education in, 247.
- Cicero, quoted, 195; on books, 247; on the claims of our country, 301.
- Cities and Incorporated Towns, objects of the School System for, 17, 18; principle of supporting Common Schools in, 19, 20; suggestions for establishing and improving Common Schools in, 21-24; system of Schools in various American, 150-153.
- Clean School-house, influence of, 245.
- Colborne District Council, resolution of, in favor of the National School Books, 62; proceedings of, for the better organization and support of Common Schools, 157, 158.
- Colloquial Teaching, 273.
- Common School Instruction in Upper Canada, 319.
- Common Schools, supported according to property, the true system, 11-15; why the best, and why called Common, 32; importance of, 90, 207; duty to elevate the, 149; importance of the character of, 214, 215; Fund for, how constituted, 25; salaries of the Chief or District Superintendents, not paid out of, 25, 26; Laws for, Upper Canada, difficulty of introducing when new, 26; should be modified only as experience may suggest, 26, 27; Letter of Mr. D'Everardo respecting, 27, 28; importance of the character of, 214.
- Comparison of Ancients and Moderns, 274.
- Connecticut School Commissioner, 376.
- Constitution and government of Common Schools in respect to religious instruction, 351, 352.
- Contents of the five National Readers, 321-325.
- Conventions of School Teachers, objects and importance of, 202-205; 217.
- Conversation, rules for, 276.
- D**
- Davy, Sir Humphrey, on the application of Chemistry to Agriculture, 263-265.
- Deed, form of, for Common School property in Upper Canada, 347.
- Development of a bad Education, 247.
- Disorder in Schools, one cause of, 88, 89.
- District Councils, subjects requiring the attention of, 4-16; proceedings of, in regard to Educational matters, 60, 94, 157; authority of, in school matters, 187, 341; and *Journal of Education*, 305, 320.
- District Superintendents of Com. Schools, importance of the office of, 29-31; proper responsibility of, 46, 47; should be active and hearty in their duties, 57, 58; salaries of, 153-156.
- Dublin University Magazine*, quoted, 276.
- Dumfries (G. D.) Examination of School in School Section No. 25 of, 148.
- Duties of Parents to attend School Examinations, 87; to Teachers, 75, 89.
- Duties of School Trustees—cannot be more simple than are required by law, 77, 78; explained and enforced, 73-77, 349; of Teachers of Common Schools, 350; of School Visitors, 351.
- E**
- Earth, epodes and changes on the surface of, 275.
- Education of educating the People, 215.
- Edinburgh Review*, quoted 275.
- Educated Men, Obligations of, 161-166; 193-198.
- Educating the Children of Poor Parents, importance of, 214; economy of educating the People, 215.
- Education, self, Means and Aids to, by T. O. Davis, Esq., 139-141.
- Education, system of, must be one throughout a Country, 65; Locke on, 85; Nature and, 86; importance of, 87; the life of a State, 87; promotive of civil liberty, 149; true basis of, 166; of the young, 179; influence of, 180; true theory of, 240, 241; object of, 243; of Teachers should be provided for by the State, 244; its Importance to an Agricultural People, 257-268; its Importance to a Free People, 289-301; liberal bias of, 276; without religious training, 331.
- Educational Documents received, 95, 158, 192.
- Educational Relations between Upper Canada and the United States, 189-191; 255, 256.
- Emerson, Rev. G. B., quoted, 369.
- Emerson, R. W., quoted, 32.
- English Language, derivation of words of necessity in the, 223.
- Ernest-Town, (M. D.), Common School Celebration in Section No. 11, 222.
- Estate, the best, 183.

- European Authors, ancient and modern, short selections from, 85-87; 178-180; 211-213.
- Everett, Hon. E., on the effects of Knowledge and Ignorance, 106.
- Expense of Education and Crime compared, 211, 212; 356-361.
- F**
- Farmers, duties of, to educate their Sons, 89; their Daughters, 267; importance of Education to, 257-268; 331.
- Female Education, 31; Department of, in the Normal School, 91; Farmers' Wives and Daughters, importance of, to, 267.
- First Impressions on the minds of Children, 176-178.
- Foundation of the Canadian School System, explanatory remarks on, 2, 3; 33-35.
- Free People, importance of Education to a, 289-301.
- Free School System, of the New-England States, 97-103; in the principal Cities and Towns of the United States, 121-125; example of, in Niagara District, 156; in the State of Indiana and in Buffalo, N. Y., 219; in the City of Natchez, 285; in the State of Louisiana, 286.
- Free Schools, effect of, on the value of Property, 183; Public Meeting in the London District, in favor of, 221, 222; best hope of a country, 237.
- Fund, Common School, and its expenditure, 25; convenient modes of paying, to Teachers, 56.
- G**
- Galt, examination of School in, 148.
- Galveston, (Texas), Free Schools in, 124.
- Geography, how to teach and learn, 231, 234.
- Globe, epodes and changes on the surface of, 275.
- Goethe on Self-Education, 139.
- Good Common Schools, two essentials of, 181.
- Good, Dr. Mason, on the connexion between Ignorance and Vice, 196.
- Good Manners, importance of, 334, 335.
- Good Teacher, how to be procured and retained, 74, 75.
- Gore District Council, proceedings of, noticed, 62.
- Government, Forms of, not to be confounded with Systems of Education, 65.
- Governor-General (Lord Elgin) quoted, 338.
- H**
- Hall, Rev. R., quoted, 198.
- Hamilton, School-houses in the City of, 121; examination of Mr. Fenton's School in, 149; Schools in, 286.
- Health, laws of, should be taught to Pupils, 335.
- Hierocles on true Virtue, 180.
- Holidays and Vacations in Com. Schools, authorized according to law, 349.
- Home District Council, proceedings of, in respect to building School-houses, altering School Sections, and requiring the School assessment to be paid before the end of each year, 60-62.
- Hooker, on Education, 179; quoted, 292.
- Huron District Council, recommends the National School Books, 91.
- I**
- Ignorance, cost of, 356-361.
- Importance of selecting good Teachers, 87; of good Common Schools, 90; 207; of the character of, 214; of educating the children of poor parents, 214; of educating the Farmer, 381; of Physical Education, 336.
- Impressions, first, 176.
- Industry, 248.
- Influence of a clean School-house, 245.
- Inspection of Schools, City and Town, 23; District, 77; 127.
- Inspection of Common Schools by T. J. Robertson, Esquire, Head Master of the Provincial Normal School, 129-135.
- Institutes, Teachers, their objects and utility, 202-205; remarks on, by Governor Briggs, 207; by *Journal of Education*, 217-219.
- Intellect, 63.
- Ireland, copious extracts from the Report of National Schools in, for 1847, 279-284.
- J**
- Johnson, Dr., on value of time, 178; on the business of education, 180.
- Journal of Education*, for U. C. objects, 1-4; appeal in behalf of, 184, 185; 287; 370; London *Quarterly*, on the Free School System, 97-103.
- Journals of Education in the United States, 185, 186; difficulties of sustaining, *ib.*
- K**
- Kind of Schools which the country wants, 181; 212.
- Kind words, 333.
- Kindness, power of, 247.
- Knowledge, value of, and its opposition to slavery, 225-228.
- L**
- Labor, nobility of, 368.
- Lamartine's Education, 332.
- Laws, Common School, of U. C., 26, 36-45; of New-York, extracts from 47, 54, 66-70, 76; Massachusetts, 51, 52, 68; Rhode Island, 53; Michigan, 71; results of first year's operations of C. S. Law in U. C., 92-94; Law and Regulations for Trustees and Teachers in U. C., 339-352.
- Letter of the Chief Superintendent of Schools to the Provincial Secretary,

- transmitting and explaining the original draft of the Common School Act, 9th Vic., ch. xx, 36-45; *ditto*, transmitting and explaining the original draft of the School Amendment Act, 10th and 11th Vic., ch. xx, 16-19, 45-49.
- Libraries, Common School, beautiful extract respecting their importance and utility, 80, 81; influence of, 182; study, means and aids to self-education, 135-141.
- Locke on Education, 85.
- London, District Superintendent's remarks on state of schools in, 112; Free School meeting in, 221, 222; Town of, U. C., School proceedings in, 220.
- London *Quarterly Journal of Education*, On the New England System of Free Schools, 97-103, 119.
- Louisiana, Free Schools in State of, 286.
- Lower Canada, Report of the Superintendent of Education, in, for 1847, 249-253.
- M**
- Maine, U. S. System of Schools in cities of, 151, 152.
- Man, a compound of habits, 179.
- Man's Abilities, 369.
- Mann, Hon. Horace, on wages of Teachers, 216; on profane swearing, 247; retires from the office of Secretary to the Massachusetts' Board of Education, 318; extract from a speech of, delivered in Congress on the value of knowledge and against the extension of slavery, 325-328.
- Manure, composition of Stable, &c., 170.
- Marl, composition of, &c., 170.
- Massachusetts, constitution of the Board of Education in the State of, 51; School fund of, upon what conditions distributed, 68, 69; (note) School laws of, quoted, 51, 52, 118; Free Schools of, 97-103, 191; System of Schools in cities of, 152; three Normal Schools of, 223.
- Memory, materials for the, 180; 248.
- Method, the true, of educating all the People, 285.
- Michigan, School laws of, quoted, 71; School System in the State of, 329, 330.
- Mineral substances, table of, 169.
- Mirror* newspaper, noble sentiments of, 306.
- Minister of Public Instruction, office not political in Prussia, 49.
- Model School for U. C. 91.
- Moral Education, its importance, 361-365.
- Mother, the, 333; her powers and responsibility, 183; to mothers, 365, 366.
- N**
- Napoleon, on a mother's power and responsibility, 183; and M. de Stael, 365.
- Natchez, U.S., Free Schools in city of, 285.
- National Education, effects of a system of, on the Public Mind, 212.
- National School Readers, contents of, 321-325; remarks on, 337.
- National Schools in Ireland, Report of, for 1847, 279-284.
- New-England, cause of enterprise and prosperity of, 90; System of Free Schools in, 97-103.
- New-York, constitution of the Normal School in the State of, 54; powers of the School Superintendent in the State of, 66-70; School laws of the State of, 47, 54, 66-70, 76, 284; Anniversary of the State Association of Common School Teachers in the State of, 303-305.
- Niagara, Dist. Statistical report of Schools in, 81-85; examination of Schools in the Town of, 149; example of Free School system in District of, 156; 253-254; School Celebration in the District of, 307-310.
- Nobility of Labor, 368.
- Normal School of Upper Canada, importance of, 28, 29; Programme of Lectures in, 59, 60; first Public Examination in, 125, 126, 141-147; second Public Examination in, 313-318.
- Normal School of the State of New-York, how constituted and supported, 54; 375; three N. S. in Massachusetts, 223.
- Normal School Training, 86.
- Normal Schools, effects on private Teachers, 212.
- Notices, 96, 128, 160, 288, 320, 352, 376.
- O**
- Object of Education, 243.
- Objection to supporting Common Schools according to property answered, 88.
- Obligations of Educated Men, (Lecture by the Chief Superintendent of Schools,) 161-166, 193-198.
- Office of Trustees, its importance and responsibility, 71, 72; 78.
- Orthography, causes of bad spelling and the remedy, 269-271.
- P**
- Paley, quoted, 163.
- Parents, attending School Examinations, 87; duties of, 213; address to, 239-240.
- Peel, Sir Robert, quotation from, 213.
- Penmanship, remarks on and anecdotes of, 209, 210.
- People, economy of educating, 211-215.
- People in country places, U. C., School doings of, 274.
- Perth, Bathurst District, examination of Schools in, 149.
- Pestalozzi on Thinking, 85.
- Pleasures of teaching, 237, 238.
- Plato's maxim, 294.
- Plutarch's opinion of Parents who employ ignorant teachers for their children, 86.
- Poor parents, importance of educating the children of, 214.

- Potter, Bishop, quoted, 29, 31.
- Powers, of Superintendents of Common Schools in the neighboring U. States, 66-71; of Trustees to levy by distress and sale of goods, 187, 188.
- Prince Edward District Superintendent's Report of Com. Schools, 1847, 172-174.
- Produce of New-England, 216.
- Provincial Secretary, Letter from, authorizing the republication of the letter of the Chief Superintendent of Schools, transmitting and expounding the drafts of the Common School Act, 9th Vic. ch. xx., and 10th and 11th Vic. ch. xix., 34.
- Prize Essay, of J. Lalor, Esq., quoted, 79, 212; from *Massachusetts Teacher*, 231.
- Profane Swearing, 247.
- Profanity in School Teachers, 254, 255.
- Prospectus, and Introduction, to Vol. I. 1-4; to Vol. II. 370-372.
- Prussia, basis of the compulsory system of education in, 241-243.
- Pupils, good regulations for, 244; 245.
- Q**
- Quarterly Review* quoted, 276.
- Quarterly School Examinations, 147-149; 222.
- R**
- Rate-bills, defects and evils of the present system of, 11-15; powers of Trustees to collect by distress and sale of goods, 187, 188; form of, as authorized by law, with explanatory remarks, 346.
- Readers, five National School, contents of, 321-325; remarks on, 337.
- Reading, mechanical, intellectual, and rhetorical, how to teach and learn, 228-231; taste for, 272.
- Reed, Rev. Dr. Andrew, quoted, 212, 213.
- Register of the School, must be regularly kept, 75, 76; Law of the State of New-York, respecting, 76, 77, (note) importance of, 90.
- Regulations, general, for City and Town Schools, 22; for the pupils of a School, good, 244, 245.
- Relations, educational between Upper Canada and the United States, 189-191, 255-256.
- Religion a vital part of Education, 38; 31.
- Religious Instruction, constitution and government of Common Schools in respect to, 77; 351, 352.
- Remembrance, 248.
- Report on a System of Elementary Instruction in Upper Canada, remarks on, by the Official School Journal of the State of New-York, 175, 176; by the Western (Cincinnati) School Journal, 205-207; reference to, 223; extract from, 228, 241-243.
- Reports on School matters in various Districts of U. C. 112-119; 172; 310-313; 372-374.
- Reports, National Education, Ireland, extracts from, 230-284; 350-352.
- Resolution, importance of, 64.
- Respect for Teachers, the interest of Society, 79, 80.
- Results of the first year's operations of the present School Act in several Districts, 92-94.
- Rhode Island School Law quoted, 58.
- Richer, Jean Paul, quoted, 368.
- Robinson's, Hon. Chief Justice, remarks on the system of Common School instruction in Upper Canada, 319.
- Rochester, N. Y., text-books in the Schools of, 31; Free Schools of, 121.
- Rules for conversation, 276.
- Rush, Dr., quoted, 32.
- Russell, Lord John, 119; extract from the speech of, in House of Commons on the Irish National System of Education, 279.
- S**
- Sanctity of Childhood, the, 368.
- Self-made men, 64, 208; a striking fact by Sir Robert Peel, 213.
- Sense, Common, 85.
- Scholar, marks of a bad, 246.
- Schools in Cities and Towns, U. C., number, locality and kind of, 21; Teachers in, 21; Regulations in, 22; Inspection of, 23.
- School-houses, determining the sites of, 6; moneys, mode of accounting for, recommended, 9, 10.
- School Sections should be altered only at the beginning of each School year, 6.
- Schools, kind of, the country wants, 181, 212; two essentials of good common, 181.
- Scotland, origin of its intellectual greatness, 32.
- Scott, Sir Walter, quoted, 224.
- Sea, effects of changes in, 275.
- Short selections, from Ancient and Modern Authors, 85-87, 178, 211-214; from American Authors, 181; 214.
- Simcoe District, Supt.'s remarks on the state of Schools in, 114.
- Sing, Let Children, 216.
- Sites of School-houses, determining the, 6, 187.
- Socrates in Xenophon, 86; on real knowledge, 180.
- Soils, exact chemical constitution of certain, &c., 168.
- Spelling, bad, causes of, and the remedy, 269-271.
- Spoil a son, it is easy to, 368.
- Stael, Madame de, and Napoleon, anecdote, 365.
- Starvation of Children, the worst, 127.
- Statistical Reports of Schools in the Niagara District, 81-85; in the London Dis-

- trict, 112-114; in the Simcoe District, 114-116; in the Bathurst District, 116-119; in the Prince Edward District, 172-174; in the Brock District, 311-313.
- Story, Hon. Judge, on the science of Government as a branch of popular Education, 296.
- Study—Libraries, means and aids to self-education, by T. O. Davis, Esq., 135-141.
- Superficial Teaching, 367.
- Superintendents of Schools, powers of, in the State of New-York, 66-70; in the State of Rhode Island, 53; in the State of Michigan, 71.
- Supporting Schools according to property, the true system, 11-15; objections to, answered, 88.
- Suspicion, 276.
- System of Free Schools in the New England States, 97-103; in the principal Cities and Towns in the United States, 121-125.
- T**
- Tait's Magazine* quoted, 276.
- Talent, difference between Genius and, 248; always worth a price, 274.
- Taste for Reading, 272.
- Teacher, choice of, 213; extraordinary qualifications of, 215; should be patient, 246; qualities for which Trustees should anxiously look, 350.
- Teacher Taught*, extracts from, 176-178; 209, 210; 223-231; 269-271; 301-303; 361.
- Teachers, convenient modes of paying School Moneys to, by District Superintendents, 56-58; importance of selecting good, 87; duty of, 89; Parents' duties to, 89; Conventions or Institutes, 376; objects and importance of, 202; 376; wages of, compared, 216, 281, 311; Education of, should be provided by the State, 244; anniversary of N. Y. State association of, 303-305; duties of, 343-350; form of agreement between, and Trustees, 345; forms for, authorised by law, 348.
- Teaching, pleasures of, 237, 238; colloquial, 273.
- Text-books for Common Schools recommended, 7, 8; proceedings of the Board of Education respecting, 8; advice of the Chief Superintendent as to the mode of introducing, 9; uniformity of, 31.
- Thiers, quoted, 276.
- Thinking, 85.
- Titles to Common School Property vested in Municipal Councils, 7; should be secured, 7; form authorised by law for securing, 347.
- Toronto City Schools, 219, 253, 285.
- True Theory of Education, 240, 241.
- Trustees of Common Schools, hardships of, 10, 11; should be invested with greater powers to support their School, 11-15; extension of their term of office from one to three years, 41, 63; under what circumstances liable to forfeitures and fines in the State of New-York, 67-69; answer to objections regarding the duties of, 77, 78; powers of, to levy by distress and sale of goods, 187, 188; the sections of the School Act relative to the duties of, 339-342; forms for, 343-348; remarks of the Chief Superintendent on the duties of, 349, 350.
- Truth, 248.
- U**
- Uniformity of Text-books in Schools, 7-9; 31; instructions of the N. Y. State Superintendent respecting, 63.
- Universal Education, fundamental principle of, 119, 120.
- Upper Canada, progress of Schools in, 92-94; contents of School Report of, for 1847, 277-279; 374, 375.
- Urea, composition of, 170.
- V**
- Vacations in Common Schools authorized according to law, 349.
- Value, of Knowledge and its incompatibility with slavery, 325-328; of property, effect of Free Schools on, 183.
- Vanity, sign of, 248.
- Vegetables, exact chemical constitution of certain, &c., 169.
- Vermont, Superintendent's 2nd Report, extract from, 245.
- Virtue, true, 180; 367.
- Visible illustrations, use of, in Schools, 301-303.
- Visits, and attendance of Schools for the years 1846 and 1847, compared, 156, 157.
- Visitors of Com. Schools, duties of, 351.
- Vocal Music should be taught to children, 216.
- Voluntary co-operation, the basis of the Common School System in Upper Canada, 2, 3.
- W**
- Wages of Teachers in different States, 216.
- Washington, fondness of, for agricultural pursuits, 262.
- Watson, Rev. Richard, quoted, 31.
- Webster, Hon. Daniel, on the New-England System of Free Schools, 101; on the duty to elevate the Com. School, 149.
- Wellington Dist., School matters in, 374.
- Western District Council recommends the National School Books, 91.
- Western States, provision for education in, 159.
- Whewell, Professor, quoted, 32.
- Wisdom, 369.
- X**
- Xenophon on Popular Instruction, 87.
- Y**
- Young men, to, 32.

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PROSPECTUS.

THE CHIEF SUPERINTENDENT of Schools for Upper Canada, in accordance with his prescribed duty, "to employ all lawful means in his power to collect and diffuse information on the subject of Education generally among the people of Upper Canada," and in order to supply, to some extent, one of the widely felt intellectual wants of the Country, proposes to establish and to conduct gratuitously, assisted by Mr. J. GEORGE HODGINS, A MONTHLY JOURNAL OF EDUCATION; to be devoted to the exposition of every part of our School System; to the publication of official papers on the subject of Schools; to the discussion of the various means of promoting the efficiency of Schools and the duties of all classes of persons in respect to them; to accounts of systems of public instruction in other Countries, both European and American; and to the diffusion of information on the great work of Popular Education generally.

After much consultation on the subject, it is believed that a monthly, will be preferable to a semi-monthly Journal of Education—the same amount of matter being contained in the latter as had been proposed to be given in the former.

TERMS—One Dollar per annum, in all cases payable in advance. No subscription received for less than one year, commencing with each volume.

District Superintendents, Clergymen, and others friendly to the objects of the publication, are respectfully requested to act as Agents—retaining one-tenth of the amount paid them in remuneration for their trouble. As the whole amount of subscription paid will be devoted to the support and improvement of the Journal, independent of editorial management, it is hoped that no exertions will be spared in extending its circulation.

The correspondence of some able and experienced gentlemen has been promised; and that of others is requested.

All communications to be addressed to J. GEORGE HODGINS, Esq., Education Office, Toronto; and all letters not containing remittances, must be *post-paid*.

THE above Prospectus states the leading objects of the *Journal of Education*; and in proceeding to accomplish those objects, we are not insensible to the pecuniary responsibility assumed, nor to the delicacy, difficulty and labour of the task undertaken. The moral and intellectual development of the country is the well-spring of its agricultural, commercial, manufacturing, mineral and civil development. A country is great as it is educated and intelligent; and it is happy as it is moral and virtuous. This twofold object combined is the noblest work of patriotism and benevolence. As an humble

auxiliary in the promotion of such a work, we present this Monthly Journal. Such a publication is a desideratum in Canada, and is demanded by the interests of Schools and the claims of general knowledge. We volunteer the labour and responsibility of its production upon the double ground of its necessity and importance, and the assurances we have received in various Districts in Upper Canada, that in the event of our gratuitously undertaking so much, the friends of Education throughout the Province will cordially and efficiently co-operate. And as every farthing of the subscriptions will be devoted to the mechanical execution of the work, the more numerous the subscriptions are the more may the value of the publication be increased, both in the amount of matter and in engravings of plans of School Houses, Premises, &c.

The principle on which this Periodical is issued and is proposed to be sustained,—that of voluntary co-operation—indicates the theory of the Educational system which it will seek to develop. In a free country, like Canada, the people cannot be educated without their own consent and their own voluntary co-operation. This is the basis of our system of Public Elementary Education ; it is the vital principle which connects and pervades all its parts ; and it furnishes the only key to a correct explanation of its philosophy. The Provincial School Grant and School Law are the voluntary creation of the country through its Legislative Representatives ; the School Assessment of each District is the voluntary creation of its inhabitants through their Township Representatives in Council ; the erection of every School House, and the employment and support of every Teacher is the voluntary work of the inhabitants of each School Section through their Trustee Representatives, chosen by themselves. There cannot, therefore, be even a School established, except by the people themselves. It is true, *individuals* may be compelled to support Schools, whether they desire to do so or not ; but in a country where each individual will is sovereign and supreme, there is no law or government—there is no society—there is a state of nature. A state of civilization and free government supposes the subordination of individual will, in civil matters, to the will of constituencies—whether they consist of the inhabitants of a School Section, or Township, or County, or Province. As the inhabitants of any one of these constituencies cannot act individually, even in employing a School Teacher, they elect certain persons to act for them, and are individually bound by the acts of their representatives. Now, the Executive Government itself cannot establish even a Common School in the smallest of these constituencies ; only the people themselves, by their own chosen Representatives, can do it. A despotic School system supposes the power of the Government to act irresponsibly and independently of the people in the establishment and management of Schools. Our system is the reverse of that. The co-operation of the Government and people is, of course, essential to any system of public instruction in this or in any free country ; but the positive and acting power in the

application of our existing system is with the people themselves, in their several localities. The governmental part of the system is a power of *motives*—not of force. The Legislature, in the School grant, offers, through the Executive Government, an inducement to each District, through its Council, to promote Common School Education in such District; and the Provincial Government and District Council thus unitedly present motives to the inhabitants of each School Division, through their own elected Trustees, to educate their own children. Their compliance or non-compliance with the conditions offered—their yielding or not yielding to the motives presented—is with themselves. The General Rules and Regulations are but guards against individual or local abuses of the Provincial and District School Fund—are aids to promote the benefits of its expenditure, and to supply the deficiency of local information—and will become less and less necessary in proportion to the advancement of School experience and general knowledge throughout the country. The progress of the system, and the diffusion of knowledge, will supersede the necessity of some provisions of the law, and create the necessity for new ones. Maturity in anything imparts a character of simplicity.

Such being in brief the theory of our popular School System, the first requisite to its efficient operations is information as to its general principles and various applications, and a just appreciation of its important objects. Anything *new*—however simple—is *difficult*. The alphabet is difficult to a child, as a new language or a new science is difficult to a student. It is so with our new School System—though simple in itself—and though as easy as the alphabet to those who have learned and practised it in other countries. To aid in supplying the information thus needed, and in creating and strengthening a conviction thus essential, is the fundamental object of the *Journal of Education*.

Adapting its pages to the wants of the country, rather than to individual taste, we devote the greater part of the present number—even at the expense of variety—to subjects which demand the attention of all parties concerned in the administration of the Common School Law at the commencement of the current year. The Educational wants of each month will determine the character of the Journal for each month. When the practical alphabet of our School System is thoroughly understood, we shall be happy to advance to its science and literature.

We especially solicit the careful attention of every reader to the latter part of the Circular addressed to the Wardens of Districts, in which the hardships of Trustees and the most serious obstacles to the efficiency of our Common Schools are stated, and the cardinal principle of universal education discussed.

In addition to what is proposed in the Prospectus, we beg to intimate, that, in compliance with the request of numerous individuals, and several public

meetings, it is intended to publish in this Journal, in the course of the year, the Lectures which the Chief Superintendent of Schools has delivered in the several Districts of Upper Canada on the "*Importance of Education to an Agricultural, Manufacturing and Free People*;" also the Provincial Annual School Report for the year 1847.

The communications and suggestions of Educationists are respectfully solicited and will be gratefully received. Besides the agents referred to in the Prospectus, we hope that every friend of general Education in Canada will feel himself an authorised agent, and aid in promoting the circulation and objects of this monthly Periodical. On such co-operation alone, under the divine blessing, does its success depend.

VARIOUS SUBJECTS REQUIRING THE ATTENTION OF MUNICIPAL COUNCILS—HARDSHIPS OF SCHOOL TRUSTEES—THE ONLY TRUE PRINCIPLE OF UNIVERSAL EDUCATION—SUPPORTING SCHOOLS ACCORDING TO PROPERTY.

(Circular from the Chief Superintendent of Schools to Wardens of Districts.)

EDUCATION OFFICE, Toronto, 14th January, 1848.

SIR,

I desire, through you, to call the attention of the Municipal Council, over which you have been chosen to preside, to several subjects of great practical importance in respect to Common Schools. The remarks which I beg leave to offer have been suggested to me during my recent visit to the several Districts of Upper Canada.

[*The Annual School Assessment by the Council.*]

1. The first relates to the Assessment by the Council in connexion with the apportionment of the Legislative Grant in aid of Common Schools in your District. It appears to be generally desired, that as the Municipal Councils now meet only twice a-year, that the apportionment of the Legislative Grant should be made each year at an earlier period than that required by law, and before the first semi-annual meeting of the Councils. I am quite of that opinion, but am not in circumstances to act upon it the present year. It is quite as easy to apportion the Legislative Grant in January as in April; but the reason why it has not been apportioned earlier in each year, is the absence of the data necessary to make such an apportionment. As the Legislative Grant is apportioned to each District and Township, according to the number of children in each between the ages of 5 and 16 years, I am depending on the reports of the District Superintendents for each year, in order to make an equitable apportionment of the Legislative Grant for the following year. Those

reports are not forthcoming before March. But I hope, by means of the general census which the Legislature has authorised to be taken the present year, and other provisions which may be made, that the annual apportionment of the Legislative School Grant will hereafter be made at the commencement of the year. In the mean time, as the power of the Council in respect to School Assessments is, by the provisions of the amended School Act, unlimited, it can, at its first session, make an Assessment for the current year without regard to the precise amount apportioned from the Legislative Grant. The sum apportioned to each District this year will probably not be much more or less than that apportioned last year. Assuming that to be the case, the Council can proceed at its first session to make the School Assessment for the year. The condition on which aid is granted by the State to the several Counties (analogous to our Districts) in the neighbouring State of New-York, is the same as that on which Legislative aid is granted to the several Districts in Upper Canada ; but there the County authorities raise by voluntary local assessment, a much larger sum than is granted by the State ; though the amount of Legislative aid per child, from 5 to 16 years of age, is less there than in this country. For example, the State appropriation for the support of Common Schools in the State of New-York for 1845, was \$220,000 : the amount raised by the County Boards of Supervisors (analogous to our District Councils in School matters) was \$415,051 15 cents ; and the amount paid on *Trustees' Rate-Bills* the same year, for the same purpose, was \$460,764 78 cents. This does not include \$55,000 appropriated by the State, the same year, and \$40,881 86 cts. raised by Boards of Supervisors for Counties, for the increase of Common School Libraries. Would each District Council raise twice or thrice the amount it now does by School Assessment, there would be no need of *Trustees' Rate-Bills* at all, and there would be certain salaries for the support of good Teachers throughout all Upper Canada—to the great assistance of many poor parents in educating their children—to the great relief of Trustees—to the vast improvement in the Schools, and to the unspeakable benefit of the rising and future generations of Upper Canada. But to this true and only efficient principle of providing for the education of the entire population of our country, I will invite your special attention in the sequel of this communication.

[*The Time of Collecting and Paying the Council School Assessment.*]

2. Another subject which I beg to commend to the attention of the Council is, the *time of collecting and paying* over into the hands of the District Superintendent the School Assessment for the year. According to law, it is, I believe, due before the middle of December ; but a great part of it is not received by the District Superintendent until one, two, or three months afterwards. This causes serious irregularity in the operations of the School system—mixing up the affairs of one year with those of another—rendering full and punctual

annual School reports of the Trustees and District Superintendents impossible—causing great inconvenience to the District Superintendent, and much trouble and loss to School Teachers. It is submitted whether the Council will not adopt effectual measures to secure the payment of the annual School Assessment before the end of the year; and if in any case any Collectors are delinquent, whether it will not be advisable for the Council to direct the District Treasurer to pay to the District Superintendent the amount of the School Assessment without regard to its actual payment by Collectors, and, if need be, require delinquent Collectors to pay interest on the amount of the School Assessment payable by them from the time it is due until it is paid. Certainly Teachers ought not to be kept out of their money by official neglects of duty; and we cannot have a good system of Schools without regularity in every department of it. The injustice to Teachers and Trustees, and other evils occasioned by the non-payment of the School Assessment at the time prescribed by law, have been strongly presented in a large proportion of the Districts that I have recently visited. The remedy for the evil is entirely in the hands of the Council.

[*The Formation and Alteration of School Sections, and Determining the Sites of School Houses.*]

3. The formation and alteration of School Sections, and determining the locality of Section School Houses, have sometimes been attended with serious inconvenience, and have given rise to many disputes. In my Circular letter, 1st October, 1846, addressed to Wardens of Districts, I pointed out the evils attending the division of Townships into *small* School Sections, and adduced some reasons and authorities in proof of the advantages of large, over small School Sections. On this point I need merely refer to what I have stated in that Circular—(*See Special Report, &c.*, pp. 27, 28);—but inconveniences, which deserve the attention of the Council, have, in several instances, attended the *alteration* of School Sections. The alteration of a School Section in the *middle* of the year can scarcely fail to embarrass the Trustees concerned. At the beginning of the year, the Trustees make their calculations and engagements according to the then existing boundaries of their School Section; but if those boundaries are altered before the year's engagements and obligations are fulfilled, the affairs of such School Section are almost inevitably deranged, and the Trustees perhaps involved in painful embarrassments and perplexities. It is therefore submitted to the Council, whether it will not be best, as a *general rule*, for alterations in School Sections to be authorised only during the *autumn* Session of the Council, and to *take effect only* at the commencement of the year; or, at least, not to take effect within six months after the act of the Council authorizing such alteration. This will afford time to Trustees concerned to prepare for the changes contemplated. It will also afford all parties

concerned an opportunity of petitioning the Council against such alterations, should it happen that they had been sanctioned by the Council on imperfect or partial information. Then as to the *location* of the School in a Section, and claims in favour of two or more School Houses which may have been erected or occupied in a Section, disputes have frequently arisen. In order to prevent such most injurious disputes, it appears to me important that the Council, in forming a new School Section, or in altering the boundaries of a Section, or in imposing an Assessment for the erection of a School House, *should in all cases name the locality of the School House*. I would respectfully recommend the Council to pursue the same course in all cases of pending disputes between Trustees and their neighbours, as to the locality of the Section School. It is true, dissatisfied or aggrieved parties have a right to complain to the District or Provincial Superintendent, and he has a right to decide on matters of complaint; but he would often hesitate to interfere in so delicate a matter—even where he might possess the requisite local information, which is not practicable in many cases—unless he were sustained by the judgment of the Council. I think that the Council, who alone has the power of organizing School Sections, is the proper and the most competent judge as to where the Schools should be kept in such Sections. Nor can I conceive a School Section to be fully organized without the locality of the School House being designated.

[*Titles to Common School Property.*]

4. In connexion with settling the localities of Section Schools, I beg again to draw the attention of the Council to the importance of securing *the titles of School Houses and Premises*. I have been surprised to learn, during my recent provincial tour, and from official correspondence, how large a number,—I might perhaps say, proportion—of Common School Premises in the several Districts, are not secured to the public by any sufficient title. By the present School Act, all Common School property in each District is vested in the Municipal Council of such District, under the immediate management of local Trustees; and I would suggest to the Council the propriety of taking immediate and effectual steps to secure all the Common School property within its jurisdiction. Then in case of changing the locality of a School House, the present premises could be sold by order of the Council, to aid in the procuring of new premises and the erection of a new School House.

[*Reports and Text Books for Common Schools.*]

5. During my late tour of Upper Canada, I have taken the liberty to present each District Council with several copies of my *Report on a System of Public Elementary Instruction for Upper Canada*; also copies of my Annual School Reports for 1845, and 1846, and of my *Special Report of the Measures which have been adopted for the Establishment of a Normal School, and for carry-*

ing into effect generally the *Common School Act*. I have also had great pleasure in procuring from the National Board of Education in Dublin, and in presenting to each District Council, a complete set of their *National School Books, Reports, Forms, &c.* The Provincial Board of Education have recommended the use of these admirable books—as they may be required—in all our Common Schools. The measures which the Board have adopted to render these Books accessible to the people of Canada generally, and at the lowest prices possible, are detailed in my *Special Report*, pp. 7, 8.* I believe these proceedings of the Provincial Board of Education will commend themselves to the approbation and gratitude of every person who wishes, without any interference with private enterprise, the introduction and use of good and cheap School Books in all our Schools. In connexion with what has been done by the Provincial Board, I hope that the Council will appoint a Committee to examine these Books (the Readers especially), as to both their excellence and cheapness, and co-operate in the recommendation of the use of them in the Schools. The

* The following is the statement referred to:—"One part of the duty of the Board of Education is: 'To examine and recommend or disapprove of all Books, Plans, or Forms which may be submitted to them with a view to their use in Schools;' and I lost no time in laying before the Board specimens of the National School Books, and the advantageous terms, on which, I believed, from personal conversations with the Commissioners in Dublin, these admirable books could be obtained; as also permission to re-print them in Upper Canada. An official communication was directed to be addressed, in behalf of the Board, to the Commissioners of National Education in Ireland on the subject; in reply to which the Board received permission to re-print the National School Books in Upper Canada, and the offer on the part of the Commissioners, to supply the Dublin Editions for Canadian Schools at cost prices, nearly one hundred per cent. below the retail selling price of these books to the British public.

"The Board, feeling that their duty in this respect was one of great delicacy, as well as of great importance, resolved to proceed in a manner the least liable to objection from any quarter. There being no series of School Books published in Upper Canada, the Board thought it best not to interfere with any of the few isolated School Books which are published in the Province, either by way of recommendation or disapproval; but to recommend the complete and admirable series of National School Books, and to adopt such measures to carry their recommendation into effect as would not at all affect the competition and fair profits of the Trade, while they would greatly promote the advantages of the public and the best interests of our Common Schools, in regard to both the prices and the character of School Books.

"The Board, in the first instance, advertised for Tenders for re-printing these Books, proposing to confine its own privilege of re-printing them to the Publisher or Publishers who would engage to print them in a style similar to the Dublin editions, at the lowest prices to the public. Several Tenders were sent in for re-printing single numbers of the series, in the terms of which there was scarcely a shadow of difference; but no publishing house was willing to invest the capital and assume the responsibility of re-printing the entire series at the reduced prices of the imported editions. The Board determined at length, to extend its own privilege of re-printing the National Books to any Publisher in Canada who might choose to avail himself of it, reserving merely the right of expressing its opinion favourable or otherwise as to the correctness or quality of any re-prints of them.

"The Board adopted a similar course with a view to facilitate and encourage the importation of the National School Books—extending its recommendation to the National Commissioners in Dublin in behalf of any person in Upper Canada, to be furnished with their books at their proposed reduced prices, who would engage to sell them at the rate of not more than two pence currency for every penny sterling of the cost price. Several Canadian Booksellers have availed themselves of this offer of the Board; and two publishing houses in Toronto have got the first three [now four] *Readers* of the series stereotyped—*fac-similies* of the last Dublin editions."

prices at which these Books can be procured for the Schools are given in my *Special Report*, pp. 62, 63 ; the unobjectionable means which I have desired to see employed to procure their general use in the Schools, and some of the advantages attending it, are explained in the same Report, pp. 67, 68 ;* and the opinions and practice of other countries in respect to uniform Text Books in the Schools are stated in my *Report on a System of Public Elementary Instruction*, pp. 171-174. The advantages, intellectual and financial, of such an improvement in our Schools can hardly be over estimated.

[Accounting for the Expenditure of School Moneys.]

6. The strictly legal and judicious expenditure of the *School Fund* is demanded by the high and patriotic purposes for which it has been provided ; and it is also essential to the moral influence and success of our School system, that those who have to do with the payment of the School Fund should be able to evince from year to year, beyond suspicion, that they have faithfully performed this part of their duty. In my Annual School Report for 1845-6, under the head of "*Common School Funds*," (pp. 2, 3,) I pointed out the impossibility of protecting the School Fund from abuses, and of obtaining full and detailed accounts of its expenditure, according to the provisions of the late Common School Act ; and subsequent disclosures, arising from attempts to wind up the financial accounts of former years, have furnished proofs that I was warranted in the remarks referred to. There is now but one Financial School Officer in each District ; and in order that he may fully and satisfactorily account for the

* The unobjectionable means here referred to are stated as follows :—“ As many foreign and inappropriate books have found their way into our Schools, it is a work of delicacy and difficulty to supersede them. This must be the work of time, as well as of prudence and perseverance ; but the object to be accomplished is worth all the labour necessary for its attainment. It has been felt so in every enlightened country, as you may see, by referring to the authorities quoted in my Report on Elementary Instruction, under the head of *Text Books*. It has already been achieved in many of the counties and in all the principal cities of the neighbouring State of New-York, such as Albany, New-York, Rochester, &c., where their respective Boards of Education prescribe the books which shall be used in each of the Common Schools within their respective jurisdictions. The principle of the system of uniformity of books in Schools is not so much that one set of books should be used in a State, but that only one set of books should be used in one School, and, next, that only one set of books should be used in a District or City. The first object to be aimed at is, the use of but one set of books in one School. Let the District Superintendent and Teachers use every means to convince the Trustees of Schools that such is their interest, and the interest of those on whose behalf they act, and one of the most important improvements in our Schools will be effected. The value of the Teacher's time to his employers will be doubled ; the progress of the pupils will be proportionably advanced ; and the most repulsive part of a School-master's toils will be succeeded by a comparatively pleasurable and successful labour. But reasoning and persuasion are the appropriate means of attaining this great public object. *Education was never yet promoted by harsh means*, and least of all in respect to the subject on which I am now remarking. Besides, the Government, as much as the people—and even more—has left to chance the selection and supply of School books,—(a provision for which ought to have been co-existent with our Common School Law,)—and the same reasons, affectionately and earnestly pressed, which have induced the Government to adopt so essential an improvement, will induce the Trustees and their constituents to share the advantages of it.”

School Moneys which come into his hands, I would respectfully recommend that the Council appoint, at its first Session of each year, an Auditing Committee, to audit the accounts of the District Superintendent for the preceding year. The District Superintendent's accounts, approved of by such Committee, will be satisfactory to this Department. This method of accounting for the expenditure of the District School Fund will, it appears to me, be much more satisfactory to all parties, than transmitting to the Chief Superintendent of Schools, or to the Inspector General, hundreds of School Teachers' receipts,—of the reality of which no opinion can be formed, except from the honorable character of the person sending them.

[*Hardships of Trustees—the great and true Principle of Universal Education—Supporting Common Schools according to Property.*]

7. There is one more subject, and that of the most vital importance, to which I earnestly crave the most serious consideration of the Council. It is the relief which it is in the power of the Council to afford to Trustees in the discharge of their onerous duties, and the blessings it is in its power to confer upon the entire youth of its District. The position of Trustees is painful, if not anomalous. It is true, they have much more power, and are placed in a much better position, under the present School Act, than they have been heretofore. But still the power given to other elective corporations is not yet fully accorded to School Trustees. The constituents of a county are all involved in the responsibility of the acts of their representative; the inhabitants of a City or a Town are all liable for the acts of their respective corporations. Why should not all the inhabitants of a School Section be equally liable for the acts of their Trustee Corporation? Why should all the household inhabitants of a School Section have a voice in electing the members of the Trustee Corporation for such Section, and yet none of those electors be liable for the acts of their Representatives except such as might think proper to send children to the School? Is this just to the persons elected—to impose upon them positive duties and yet allow them only *contingent* resources to perform those duties? Is it equitable between man and man, that three individuals should be elected by all the household inhabitants of a School Section, and compelled under a penalty to act without remuneration for time and trouble,—censured if they do not provide a good School House, good School Teacher, and a good School—but denied the united resources of their constituents to fulfil such engagements, and realize such expectations, and left to individual option for means to accomplish the whole! Under such circumstances, it is not surprising that many of the most competent men, after repeated trials, perplexities and disappointments, would sooner pay heavy penalties than be School Trustees. In order that Trustees may perform their duties and fulfil their engagements with satisfaction to themselves, and benefit to the public,

their resources ought not to be more limited or less certain than the suffrages by which they have been elected. The right to elect managers of the School, ought not to be severed from the obligation to support the School. There should be like responsibility where there is like power. If all the inhabitants of a School Section elect Trustees, all the inhabitants should be liable for what the Trustees in behalf of such inhabitants agree to pay. Such is the conclusion deduced from the nature of the relation subsisting between Trustees and their constituents, and such is the conclusion suggested by analogy. Impressed with its justice, and the general importance of its application to our Schools, I have endeavoured, for the last two years, to get Trustees invested with the authority which this conclusion involves. The principle has been sanctioned by the Legislature as the basis of our Common School System in Cities and Towns; and Municipal Councils are invested with authority by the amended School Act to apply the same principle to the Districts at large or to any Section of them.

To evince the defects of the past and present system of *School Rate Bills*, the great hardships to which they subject Trustees, and the importance and advantages of exercising the powers with which the Municipal Council is invested for the support of Common Schools, I think it may be useful to lay before the Council what has been submitted to and sanctioned by Government on this most important subject. When, in obedience to the command of the late Governor General, EARL CATHERART, the original draft of the present Common School Act was submitted to His Excellency in Council, it was proposed, as the *sixth* division of the 27th Section, in defining the manner in which Trustees should impose a Rate Bill, that they should "fix the Rate Bill per quarter, and cause it to be made upon all the inhabitants of each School Section according to the valuation of property, as expressed in the Township Collector's Roll, who shall allow any one of the Trustees or their authorised Collector, of each School Section in his Township, Town, or City, to make a copy of said Roll so far as it relates to such School Section respectively."

This clause was lost in the House of Assembly, in consequence of which there is a want of clearness and precision in the Act as to the manner of imposing Rate Bills. The reasons given for the introduction of this clause, in observations accompanying the original draft of the Bill, and dated 3rd March, 1846, are as follows:—

"The next important change which I propose is, that the Rate-bill imposed by the Trustees of each School Section shall be levied upon the inhabitants of such section generally, according to property: It is the inhabitants generally who elect the Trustees; it is for the inhabitants generally that the grant is made; and the same principle ought, I think, to be acted upon throughout the system—all having a right to avail themselves of the School. I need not say how just and patriotic is this principle; how important it is for the poor, and especially those (as is often the case,) who have large families;

how much it would lighten the burthen of supporting the Schools: how greatly it would increase the attendance of pupils and consequently the blessings of education; and how strictly then would our Common Schools be public Schools. I may observe that this system obtains in the State of Massachusetts, where there are the best Common Schools in the United States.*

“On the other hand the evils of the present system of School Rate-bill have been brought under my notice from the most populous Townships, and by the most experienced educationists in Canada. When it is apprehended that the Rate-bill will be high, many will not send their children to the School at all; then there is no School, or else a few give enough to pay the Teacher three months, including the Government grant; or even after the School is commenced, if it be found that the School is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, parents will begin to take their children from School in order to escape the Rate-bill, as persons would flee from a falling house. The consequence is, that the School is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often a quarrel ensues between them and the Teacher. I have been assured by the most experienced and judicious men, that it is impossible to have good Schools under the present system of Rate-bills. I think the substitute I propose will remedy the evil. I know of none who will object to it but the rich, and the childless, and the selfish. Education is a public good; ignorance is a public evil. What affects the public ought to be binding upon each individual composing it. In every good government, and in every good system, the interests of the whole society are obligatory upon each member of it.”

On the 27th of March, 1847, when submitting to the Governor-General in Council the original Draft of the amended School Act, I again brought this vital part of our School system under consideration in the following words, the quoting of which at length will be justified by the vast importance of the subject:—

“The *Ninth* and *Tenth* Sections embody an important principle which lies at the very foundation of a sound system of public instruction, and which is essential to the *universal* education of any country—it is the principle of *School Rate-bill*, as well as *School Assessment*, according to *property*, both in town and country. In my communication of the 3rd of March last, I dwelt at some length on the importance of this principle, and referred to the testimonies of experienced educationists in different parts of Upper Canada as to the impossibility of ever having good Schools, much less rendering them accessible to all the youth of the land, under the past and present system of School Rate-bill—a system which has never been admitted in the State of Massachusetts, where Common School education is nearly, if not quite, universal among the poorest classes of the community. The principle embodied in the ninth and tenth Sections of the accompanying Draft of Bill was embodied in the original Draft of the Common School Act—was sanctioned by the late Governor-General in Council, and was advocated in the House of Assembly by the Honourable Attorney-General Draper; but the proposition being new, and being apparently misunderstood by some, and coming in contact with wealthy selfishness, was lost by a small majority. But since the last Session of the Legislature, several District Councils have expressed themselves in favour of this principle, and the subject has repeatedly been brought before me by Trustees. The principle of School-rate according to property is recognized and acted

* It has latterly been introduced into several parts of other States, and is extending from year to year.

upon in respect to Assessments imposed by each District Council for the raising of a moiety of the School Fund, and for the erection of School Houses; but in the practical part of the School system, where the operation of the principle is most important, it does not obtain. All that is done by the District Council will answer no practical purpose, if the Trustees do not furnish and keep the School House comfortable, and employ a proper Teacher, and provide for the payment of his salary. This the Trustees cannot do, as a general rule, as long as they are thrown upon chance and caprice and selfishness for the resources necessary to fulfil and satisfy their engagements.

“The circumstances of Trustees, as the law now stands, are as follows:—They can seldom engage a competent Teacher without agreeing to pay him a stipulated salary, and generally by the year. Very few good Teachers will agree to depend upon the chance fees of tuition arising from the chance attendance of pupils, for the principal or a large part of their salaries. But upon such chances either the Teacher must depend for the chief part of his means of support, or the Trustees must depend for the chief part of the means necessary to enable them to pay the Teacher and support the School; for they have no resource but voluntary subscription or Rate-bill upon the parents who may please—and only as they may please—to send their children to the School. Thus Trustees, in order to establish and maintain a good School, must agree to pay a stipulated sum per quarter, or per year; but they have no certain resources beyond their own private means to rely upon to enable them to pay the sum stipulated.

“That the resources arising from the imposition of rate-bills upon parents voluntarily sending their children to the School are insufficient, and that this system is detrimental to the interests of the Schools and of the youth of the community, will be obvious from the following considerations, which have been repeatedly brought before me as *facts* in the form of complaints and applications for counsel and advice:—When it is known that a considerable sum will be required to repair the School House and make it comfortable, parents, in many instances, desist from sending their children until after the completion of the repairs, so as to avoid being rated for the payment of them. One of the evils attending such a proceeding is, that the children of such parents are deprived of a quarter's instruction in the School. Another evil is, that the refusal of some parents to bear a part of the expense of repairing and furnishing the School House imposes a heavier burden upon those who do send to the School, and sometimes prevents so many others, that the Trustees are compelled either to leave the House unrepaired, and continue to occupy it when utterly unfit for use, or resort to voluntary subscription to get means to make the most needful of such repairs. To avoid these inconveniencies and evils, Trustees have, in numerous instances, applied to their District Council to exercise the powers conferred upon it by the Common School Act, to impose an Assessment upon their Sections for School-house repairs and furniture; and I have advised them to do so. This, however, is an exceedingly inconvenient and round about proceeding to obtain the application of the principle which is embodied in the ninth and tenth Sections of the annexed draft of Bill.

“But another consideration, evincing the evil of the present system of School rate-bill is, its pernicious influence upon the School after its establishment. It involves a present pecuniary inducement to every parent to keep his children from the School. Many parents in narrow circumstances are influenced by this motive, and desist from educating their children; indeed, I have been informed of numerous instances of poor men with large families being compelled to do so. Again, many parents possessing ample means to educate their children are indifferent in respect to it. Not having had the advantages of early education themselves, they think their children can do as they have done. A slight pecuniary inducement will, therefore, prevent them from sending their children to the School. These same considerations will also induce many parents to withdraw their children from the School, on slight grounds of offence or inconvenience. The withdrawal of every pupil from the School involves the necessity of

imposing an additional amount of rate-bills upon those who continue to send their children to the School, and furnishes, therefore, an additional inducement to them to remove their children also. And towards the close of the year or term of the Teacher's engagement, if it be found or apprehended that the rate-bill must be increased in order to pay his salary, many parents remove their children from the School. Others take the alarm; and I have been informed of instances in which the School has been nearly abandoned, and the Trustees have been involved in the most painful embarrassment. Then the Trustees, perhaps, blame the Teacher for this diminution in the attendance at the School, and refuse to pay him his stipulated wages. I have been appealed to on several occasions to settle disputes arising out of such circumstances. To anticipate and prevent these difficulties, as far as possible, Trustees have, in some instances, before engaging a Teacher, gone about among their neighbours with a view of getting them voluntarily to subscribe a sufficient amount to pay his salary. In some instances they have partially succeeded; in other instances they have been able to induce but a few to join with them in such an obligation. But, in many instances, the employment of inferior Teachers, upon terms such as a competent Teacher would not agree to, has been the result.—Now, the whole tendency of such a system is as pernicious to the feelings, views, and mental habits of all parties concerned, as it is fatal to the character and interests of the Common Schools.

“Of the effect of this unpatriotic system upon the aggregate attendance of children at our Common Schools, some opinion may be formed from the fact, that the average number of children taught in them is *rather more than fifty per cent. less than in a neighbouring State*, where the principle of rate-bill according to property—instead of according to attendance—obtains. To leave children uneducated is to train up thieves and incendiaries and murderers; and it is the interest and duty of both the Government and every honest member of the community, to aid in the prevention, as well as punishment, of crimes and their kindred vices. For the Government, or Province, with resources at command, to refuse or neglect to afford means of subsistence to starving and famishing multitudes, would be justly regarded as a public crime and disgrace. But, is it a less crime, and a lighter disgrace, to subject by neglect hundreds and thousands to intellectual starvation and the pestilence of crime and misery which follow in its train? Yet, at the present time, *more than one-half of the children of Upper Canada, of School age, are not in attendance at any School!* But place the poor man on a level with the rich man in the divinely ordained means of such instruction for his children as will *qualify and dispose* them for their duties in the social system; let the poor man feel that by paying his penny of School assessment, his children have as good a right to the School as those of his wealthy neighbour who pays his thirty shillings, and how many will be seen crowding to the School of knowledge and virtue from that very class of the community from which our gaols and prisons are now filled. Compel the untutored and misguided parent to pay his quota for the actual operations of the School, and a door of instruction will be opened to his children which, otherwise, parental ignorance and selfishness would shut against them; and their natural rights and best interests will thus be protected and secured during the period of their childhood and helplessness, and they will not grow up barbarians and nuisances in the community. Require every man to pay for a necessary Common School education according to the property which he has acquired and enjoys in the Country, and you lighten the burthen of supporting the Common Schools from those parents who are educating their families; you remove the strongest temptation to keeping children from the School, and furnish every parent with an additional and direct inducement to send his children to the School; you remove all contention between parents and Trustees and Teachers, on account of the present system of Rate Bills and subscriptions according to attendance; you relieve Trustees of the most perplexing part of their duties, and place both them and the Teacher in a position more agreeable and more efficient in regard to the character and interests of the School; you provide means for obtaining better and more regular salaries for

School Teachers, and at less expense to each of the parents now sending children to the Common School, and thus insure a better class of Teachers; you open the School House door to every child in the land, and thus lay the foundation for a virtuous, intelligent, and prosperous community.

“Such are the objects contemplated by the *Ninth* and *Tenth* Sections of the accompanying Draft of Bill; and, should they become law, I most truly believe that they will produce a greater improvement in the Common Schools and in the diffusion of Common School education than any educational enactment which has yet taken place in this Province. In connexion with the influence of our Divine Christianity, I can conceive of no greater blessing to coming generations of Canada than the incorporation into our School law of the principle which I here advocate, and which is thus summarily expressed by the Massachusetts Board of Education in their Annual Report for 1845: ‘The cardinal principle, which lies at the foundation of our educational system, is, that *all the children of the State shall be educated by the State*. As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers that, without a wise educational system, the Government itself could not stand; and in ordaining that the expenses of educating the people should be defrayed by the people at large, without reference to the particular benefit of individuals, it was considered that those, who, perhaps, without any children of their own, nevertheless would still be compelled to pay a large tax, would receive an ample equivalent in the protection of their persons and in the security of their property.’ ”

Such, Sir, I conceive to be the true theory and the vital principle of national education—a principle which, however new in its full application in this Province, lies at the foundation of the systems of popular education in the best educated countries of both Europe and America, and is obtaining in Cities, Towns, and States where the old and partial system has heretofore prevailed. The Legislature has not thought it advisable to confer the power of applying this principle upon *School Trustees* of either Town or Country, but has *invested District and Town Councils with the power of applying it to both Town and Country*. The eighth Section of the amended School Act provides, “That it may and shall be lawful for the Council of any City, and the Board of Police of any Incorporated Town, and the *Municipal Council of any District* in Upper Canada, to impose, from time to time, such assessment upon the inhabitants of *all or any School Districts, Sections or Divisions* within their respective jurisdictions, over and above the assessment which they are now authorised by law to impose, as such Council, Board of Police, or *Municipal Council shall judge expedient*, for the purchasing or procuring School Sites, the erecting, repairing, renting or furnishing of School Houses, *the payment of Teachers, and for Common School purposes generally*: any thing in any law or statute to the contrary notwithstanding.”—It is therefore in the power of the inhabitants of each District in Upper Canada, through their local representatives, to have such Schools as they desire, and supported in the most patriotic, the most equitable, the most efficient, and the least burthensome manner. The Municipal Council can thus provide for the salaries of all the School Teachers within its jurisdiction, according to an estimate

which may be made, or for the salaries of the Teachers of individual Sections, on the petition of the Trustees of such Sections. The greater efficiency and usefulness of the Schools in Sections where the principle is applied will soon influence other Sections ; and I have no doubt that the application of it will become general as soon as it is generally understood ; and the more extensively this principle is applied, the more simple as well as the more efficient and beneficial will our whole School System become.

I have the honor to be,

Sir,

Your most obedient servant,

EGERTON RYERSON.

SYSTEM OF SCHOOLS FOR CITIES AND INCORPORATED
TOWNS IN UPPER CANADA.

(Circular from the Chief Superintendent of Schools to the Heads of City and Town Corporations.)

EDUCATION OFFICE, Toronto, 15th January, 1848.

SIR,

The Act, 10th and 11th Vic. cap. 19, (intituled "An Act for amending the Common School Act of Upper Canada,") designed to establish a better system of Schools in Cities and Incorporated Towns in Upper Canada, comes into full operation at the commencement of the current year ; and with the view of promoting its objects, I deem it my duty to explain through you to the Corporation over which you preside, and to the Board of Trustees which you may have appointed, and over which you also preside, the origin and design of that Act, and offer some suggestions as to the manner in which it may be most beneficially carried into effect.

[The necessity and general objects of this Act.]

I know not that I can better explain the design of that Act, or better evince its necessity, than by quoting the introductory part of the explanatory observations which accompanied the original draft of the Bill, when it was submitted to the consideration of the Governor-General in Council. These observations, dated 27th March, 1847, and addressed to the Secretary of the Province, are as follows :—

"SIR,—I have the honour to submit to the favourable consideration of His Excellency the Governor-General in Council, a Legislative measure for the better establishment and maintenance of Common Schools in Cities and Incorporated Towns in Upper Canada, and for remedying some defects which are

found to exist in the Common School Act for Upper Canada, 9th Vic., cap. xx, in consequence of changes to which it was unfortunately subjected while under the consideration of the Legislature.

“With a view to accomplish these objects I have prepared the annexed Draft of a Bill, which, in connexion with such explanatory observations as appear to me to be necessary, I beg most respectfully to lay before His Excellency in Council.

“In my communication of the 3rd March, 1846, accompanying the Draft of a School Bill for Upper Canada, I observed that our Common School Law had been chiefly borrowed from the State of New-York. I beg now to add, that it is a modification of the School Law of that State in respect to *Counties*—analogous to our Districts—but not of the New-York State School Law in respect to *Cities* and large *Towns*; for the School interests of which local and special Acts have been passed by the State Legislature. But, as our own Town and City Schools had been conducted under the General School Act, I thought it not advisable last year to submit two Educational measures for Executive deliberation and Legislative discussion at the same time;—that it was preferable to amend, as far as practicable, the School Law for Western Canada at large, and afterwards to introduce a distinct measure for the improvement of Schools in Cities and Incorporated Towns.

“It is not necessary for me to reiterate in this place the general principles which I laid down in my communication of the 3rd March last, as essential to a proper system of public instruction. Taking those principles for granted, I will confine myself to a simple statement of the necessity of a measure such as I have the honour to submit, and to an explanation of its principal provisions.

“1. The same reasons which justify the Incorporation of Cities and Towns for the more efficient management of their local affairs, and the promotion of their local interests generally, require a like incorporation of their public School system for the best interests of the rising generation. The practical knowledge and vigilance of a local corporation are, if possible, even more needful for the interests of Common Schools, than for the other interests of Towns and Cities. I think, therefore, that the School affairs of Cities and Towns ought not to be left in the hands of District Municipal Councils, but ought to be placed in the hands of the Corporation of each City and the Board of Police of each Incorporated Town.

“2. The peculiar circumstances and wants of Cities and Towns appear to me to demand this modification of our School System. In rural Districts the population is sparse; in Cities and Towns it is dense. A single School Section in a rural District embraces as many square miles as an entire Town or City. The boundaries of a rural School Section are usually the estimated distance which children can travel daily to and from the School. It also requires, as a general rule, the united influence and resources of the inhabitants residing within the boundaries of a rural School Section to support the School. There can thus be but one School within such boundaries. In rural districts, therefore, as there can be but one School in each Section, there can be no gradation of Schools—there can be only mixed Schools, and those of one kind—such as each rural Section, separately and independently, can establish and support. But the case is widely different with Cities and Towns. Upon a plot of ground not greater than that of a rural School Section, there is a population requiring and capable of supporting a dozen Common Schools, aside

from Schools of a higher order. According to the present system, the city or town would be geographically divided into a given number of School Sections, the inhabitants of each of which would elect three Trustees, and have a Common School unconnected with any other, and supported wholly by local interest. As in rural districts, there is but one kind of Schools—and that such as is adapted to the youngest class of pupils—so, under the present system, there can be no gradation of Schools in a city or town any more than in the country. Thus the educational wants of Towns and Cities are but partially supplied. Schools of an inferior description are more numerous than is necessary, and Schools of a higher order are altogether wanting—except as they may, in some instances, be established and supported by private enterprise. But private Schools are too expensive for a large class of the inhabitants of cities and towns; nor should the children of this large class of our fellow-citizens be deprived of a good English education on account of the poverty of their parents, or be abandoned to the hazard of private enterprise.

“Now, the proximity of the inhabitants to each other, in cities and towns, supersedes the necessity of the geographical division of a city or town into small sections—unless to a limited extent in regard to Schools for very young children. To provide for the educational wants of cities and towns, there should be *gradation*, and therefore a *system* of Schools; Primary Schools for children from 5 to 8 years of age;—a proportionable number of intermediate Schools for children, say from 8 to 11 years of age; and one or more English High Schools, teaching the higher branches of a thorough mercantile education. Children at the proper age, and when sufficiently advanced, should be removed and promoted from the primary to the intermediate Schools, where they could receive a useful Common School education; and then those whose parents could afford to give them a more thorough education, should be transferred to the High Schools. Of course the School Houses should be erected, *or different apartments in the same House provided*, and Teachers employed, appropriate to the objects and character of each of these Schools. The number of Schools thus classified which might be necessary to supply the educational wants of our Cities and Towns, would be less than that now established in them, and would be supported at not greater expense.

“But such a system of Schools in a City or Town involves one system of management, and, therefore, one authority. Hence, in any City or Town where such a system of Schools exists, there is but one Board of Trustees or Commissioners for the management of Common Schools. This is the case not only in the best educated Cities of Germany, but also in the chief Cities of the neighbouring States—such as Boston, New York, Albany, Rochester, Buffalo, &c. In each of these Cities there is but one Board of Trustees, or Commissioners of Common Schools; and in most of them the members of such Boards are appointed by the Corporations—one-third of the members thus appointed or chosen retiring from office annually, and their places filled by the Corporations concerned.

[*The general Provisions of this Act.*]

“Such is the principle of the measure which I have the honour to submit, in respect to the Cities and Incorporated Towns in Upper Canada; and such is the design of the Bill—a Draft of which is herewith transmitted, and on the leading provisions of which I beg now to offer some explanatory remarks.

"The *First* Section provides for the erection of each City and Incorporated Town in Upper Canada into a Municipal District for Common School purposes.

"The *Second* Section provides for the appointment and succession of the members of a Board of Trustees for each City and Incorporated Town aforesaid.

"The *Third* Section provides for the payment of School moneys into the hands of the Chamberlain or Treasurer of each City or Town, subject to the orders of the Board of Trustees.

"The *Fourth* Section provides for the vesting of the Common School property of each City and Town in the hands of the Corporation of such City, and the Board of Police of such Incorporated Town to be managed by the Board of Trustees appointed as aforesaid.

"The *Fifth* Section prescribes the several duties and obligations of such Board of Trustees, in harmony with the Common School Act, 9th Vic., cap. xx.

"The *Sixth* Section makes a similar provision in respect to the Teachers employed by such Board.

"The *Seventh* Section provides for the Visitors of Common Schools in each City and Town—not including Magistrates, who are too numerous in Cities and Towns to be authorised to act as School Visitors; and the Aldermen in Cities and the Members of the Board of Police in Towns, with the resident Clergy, will form an ample corps of School Visitors.

"The *Eighth* Section invests the Municipal Authorities of Cities, Towns, and Districts with discretionary power to raise money, by assessment, for Common School purposes generally, including the purchasing of School sites, the erection of School Houses, the Salaries of Teachers, &c."

[*The Principle of Supporting Schools in Cities and Towns.*]

The above extract supersedes the necessity of any further remarks on the general character and objects of the School Act in question. I beg, however, to invite particular attention to the *principle on which this Act provides for the support of Schools in Cities and Towns*. It will be seen that the eighth Section of the Act provides for the support of Schools in Cities and Towns by *assessment*, imposed by the *Corporation* upon the inhabitants generally. According to this provision, the Common Schools in each City and Town will be supported by each inhabitant, according to his property, whether he send children to the School or not. Thus the children of the poor man who pays his assessment of a few pence will have equal access to the means of Education with those of the rich man who pays his assessment of twenty shillings; and thus, for the first time in the history of our country, will the School education of the poorest classes be provided for in Cities and Towns. This is one of the most noble and patriotic measures that ever received the sanction of the Canadian Legislature. It is to this provision that the City of Boston owes the superiority and excellence of its public Schools and the sound education of its poorest citizens; an example which has been followed by the principal Cities and Towns in the New-England States, as also by New-York, Roches-

ter, Buffalo, Detroit, &c. I will not here discuss and illustrate the importance of this provision, as I have done so in a Circular addressed to Wardens of Districts ; and to the part of that Circular which relates to the principle of supporting Common Schools, according to property, I respectfully solicit your earnest attention. It will be found in the first number of the *Journal of Education for Upper Canada*.

[*Mode of Imposing School Assessment.*]

As to the manner of imposing the School Assessment, I take the liberty of suggesting whether it will not be best to include it in the general assessment for each City and Town, though perhaps set down in a separate column. The amount which each Corporation may determine, on the estimate and report of the Board of Trustees, to expend during the year for the support of Schools within its jurisdiction, can be advanced in quarterly instalments out of the general funds of each City or Town, and the trouble, and expense, and annoyance of frequent calls upon the inhabitants will be avoided. I think, however, that the expenses connected with the School Houses should be provided for by a special and separate assessment.

[*Little has yet been done in Cities and Towns in Upper Canada for Common Schools.*]

In respect to what has been done for Common School Education in Cities and Towns in Canada, and in Cities and Towns similarly situated in a neighbouring Country, I may remark that, while the amount of the Legislative grant in Upper Canada exceeds, on an average per child, that which is given in the neighbouring States, the amount per child raised by local exertions in Canada falls short of that which is raised by our neighbours by from one hundred to four hundred per cent. The statistics of what is here intimated will be given in an early number of the *Journal of Education for Upper Canada*. It remains for each City and Town Corporation to say whether this state of things, to the disgrace of our Cities and Towns, to the wronging of their youthful population, and to the injury of our common country, shall be perpetuated or not.

[*The importance of a judicious selection of a Board of Trustees.*]

As all the Common Schools in each City and Town are placed under the direction and management of a Board of Trustees, the selection of the members of that Board is a matter of the greatest importance. The character and efficiency of the Schools in each City and Town, and the interests of the mass of the rising generation, are involved in it. While, therefore, a due regard should be had to the various religious persuasions, the Board of Trustees in each City and Town ought to consist of men who thoroughly understand its intellectual wants, are deeply interested in providing for them, and competent to devise and superintend the system adapted to that great object.

[*The number, locality, and kind of Schools in each City or Town.*]

The first subject which will demand the careful consideration of the Board of Trustees in each City and Town, is the number and description of Schools required for the English Education of its youth. The local section system has tended to multiply unnecessarily the number of Schools in Cities and Towns, and to render them proportionably feeble and burdensome. Looking into the School Statistics of Cities and Towns which are considered well provided with Schools, I find one School for every 300 to 500 children of School age—giving a daily average attendance from one-half to two-thirds of that number. But in each such School there are three or four departments, and as many Teachers or Assistants. In many instances the School Houses are so constructed as to accommodate from 500 to 1000 children;—each School under the immediate management of a Head Master or Director, and several Assistants—chiefly females, who are generally considered best adapted both for the instruction and government of small children. In some of our more compact Towns, one such School might be sufficient for the whole town. In most cases this will probably be found impracticable. It will, of course, be so in all cases until proper Houses and Premises are provided. In the erection or procuring and furnishing of School Houses,—such as are referred to above—special care should be taken to provide for the *primary*, the *secondary*, and *senior* departments of the Common School—not including the English High School, alluded to in the former part of this communication. I would not intimate an opinion that the School buildings necessary for a City or Town should or could be erected at once. To do so would impose too heavy a burden upon the inhabitants. It must be the work of years. One or two good buildings might be erected annually by each Corporation until the completion of the requisite number. The number of children in the primary department of a School, as compared with the number in the senior department, is, on an average, as three to one. Provision must be made for their accommodation accordingly. The sittings or apartments for the two sexes, as well their recreations, should be separate, and their recitations also, except in the primary department, and there too when practicable.

[*The number of Teachers required.*]

As to the number of Teachers required, one is usually employed for every fifty pupils. This supposes the *classification* of pupils; which requires the adoption of an uniform series of text-books. The number of classes may thus be reduced, and the number of pupils in each class will be increased;—rendering the exercises more animated and interesting, and giving the Teacher proportionally more time for thorough teaching in each subject of instruction. Each School, with 150 or 250 pupils, should have a Principal or Head Master, and two or three male or female assistants—the Principal

exercising discipline over the whole School, and visiting and hearing all the classes in turn.

[*The Text-Books for the Schools.*]

In respect to the Books to be used in the Schools, I have no doubt that every Corporation and Board of Trustees will concur in the recommendation of the Board of Education for Upper Canada in the use of the series of National School Books. As I have recently had the pleasure of presenting each Municipal Council and City Corporation with a complete series of those Books, together with the Reports, Forms of School Registers, &c., prepared and sanctioned by the National Board, they can be examined by the Board of Trustees in every incorporated Town in Upper Canada; and the Forms of daily, weekly, and monthly registers will be found as simple and complete, as the books are cheap and excellent.

[*Some general Regulations suggested.*]

In this system of *free Schools*, each Board will be able to establish its own system of School *discipline*; and on the efficiency of that the character and success of the Schools essentially depend. The Board will of course determine the age at which pupils will be admitted in each kind or class of Schools, or in each department of a School comprising more than one department; the particular School which pupils in the different localities of a City or Town shall attend; the conditions of admission and continuance in each School; the subjects of instruction and the books to be used in each School and in each department; as also the days and hours of instruction, and the regulations for the whole internal management of the Schools under its care. The *steady* and *punctual* attendance of pupils at the Schools is a primary and essential object to be secured in a system of free Schools. With a view to this it has been provided, by Boards of Education or Trustees in some Cities and Towns where this system has been established, that any pupil neglecting to attend his or her School for three days in any month, without excuse in writing satisfactory to the Committee, shall be excluded from the School for the remainder of the quarter; that pupils not being in School within fifteen minutes of the regular time for opening shall be marked *tardy*; for a repetition of the offence, without good excuse, they may be, temporarily, suspended from the School by the Teacher; and for a continuance of the offence, after one suspension, they may be expelled for the quarter. In order to secure the attendance at School of the children of the poor, Corporations of some Cities and Towns in the United States have recommended and enacted, as far as they have authority, that no assistance be given to pauper parents whose children do not regularly attend School; nor to pauper children not attending School.

[*Division of Labour in the Board of Trustees.*]

The number, character, and locality of the Schools having been determined ; as also the number, character, and salaries of Teachers to be employed, the Books to be used, and the general regulations required ; it is a matter worthy of the consideration of the Board of Trustees in each City and Town, whether the efficient performance of their duties will not be greatly facilitated by a *division* of labour. The Act expressly provides for the appointment of a Committee of three for the special care of each School. But besides this, would it not be advantageous for the Board to appoint two Committees, (besides the Auditing Committee,) each consisting of two or three of its own members and the City or Town Superintendent of Schools ; it being the duty of the City or Town Superintendent, among other things, to see carried into effect what the Board or its Committees might determine or recommend. The first, a Committee on School Houses ; the second, a Committee on Teachers and School Books and Schools. Should the Board think proper to make such a division of its labours, the duty of the *Committee on School Houses* would be to provide School Houses or School Rooms, for Schools established by the Board ; to see that such houses or rooms are kept in repair, properly furnished, and provided with stoves and fuel, or other means of warming, and that they are kept clean and neat, as well as the yards connected with them. The *Committee on School Teachers and School Books and Schools*, (of which Committee the City or Town Superintendent would of course be one) should examine and recommend the Teachers to be employed, and the books to be used ; to see that the books selected by the Board are used in all the Schools, and to supply books to those pupils whose Parents or Guardians are found on inquiry to be utterly unable to procure them ; to see that the Teachers comply with the regulations required by law and made by the Board, and that the School registers are duly kept ; to regulate the admission and distribution of pupils among the different Schools of the City or Town, as may have been directed by the Board ; to visit each School at least once in each month, or as much oftener as they, or any one of them, shall see fit, without previous notice of such visit ; in short, to do everything that will contribute to the efficiency of instruction and discipline in the Schools.

[*Inspection of Schools.*]

The experience of Educationists, in both Europe and America, attests that *frequent and thorough inspection* is an essential element in an efficient system of Schools. The National Board of Education for Ireland requires *weekly* reports from its School Inspectors. It will contribute, I have no doubt, very greatly to the interests of the Schools in each City or Town, if the Board can provide that the City or Town Superintendent visit each School once a-week,

and to report minutely to the Board once a-month. The subjects and forms of Inspectors' Reports are contained in the publications of the National Board of Education for Ireland (copies of which I have presented to each District and City Council) and will afford some useful hints for a thorough system of inspection in our Town and City Schools.

[Attendance of Teachers at the Provincial Normal and Model Schools.]

If the Board of Trustees in each City and Town should recommend, and the Corporation of such City or Town would sanction and provide for the attendance, a short time, of one or more of their principal Teachers at the Normal and Model School for Upper Canada, where they would receive instruction and witness examples in the best methods of teaching and organizing Schools, I am satisfied the result would amply compensate any City or Town so doing in the improvement and efficiency of its Schools. It is impossible to contrast the character and condition of Common Schools in Cities and Towns with that of Common Schools in Cities and Towns in other countries—not exceeding our own in resources—without feeling the imperative duty and necessity of making great additional efforts for the diffusion of sound education and useful knowledge among the rising generation of these radiating centres of our country's population.

Sir, I have made the foregoing observations and suggestions with no view to dictate, or offer speculations of my own on the important subjects to which they refer; but in order to elucidate the design and importance of the new School Act for Cities and Towns, and to embody as briefly as possible what I find to be the practice of the School authorities of Cities and Towns in which a similar law has been for years in successful and most beneficial operation. If the hints contained in this Circular shall in any degree facilitate the administration of this Act and contribute to improve the Common Schools in our Cities and Towns, my object in preparing it will have been accomplished.

I have the honour to be,

SIR,

Your most obedient Servant,

EGERTON RYERSON.

THE COMMON SCHOOL FUND AND ITS EXPENDITURE.

This Fund consists of two sums in each District—the one granted by the Legislature, the other, at least equal to the former, raised by Municipal assessment. The principle of uniting governmental with local effort,—of making the one conditional upon the other—is acted upon in Great Britain, France, the free States of Germany, and the several States of the neighbouring republic. We know of no free country in which local assessment is superseded in regard to Common Schools. It seems to be regarded by the best educated and most experienced countries as an essential means of keeping alive, in the public mind at large, a due sense of the value of Schools, and a proper interest in general education. In the State of Massachusetts there was no Common School Fund whatever until since 1834. The Common Schools in that State were altogether supported by local taxation; and towns or townships were subject to a fine, by the authority of the State, if they had not a School of a certain rank and character prescribed by law so many months in the year for every so many families. In the State of New York the Common School Fund—though large—is small in comparison of the amount annually raised by local efforts for the support of Common Schools. The same remark is applicable to the new Western States. It is not the Fund,—it is the enlightened, active, energetic public opinion which dots the land with School Houses, and blesses it with Schools; and the frequent contributions for the support and promotion of education, as of religion, tends to deepen the conviction of its importance, and to strengthen the desire for its advancement. The simple fact is, that if the country be educated, it must provide the means for education. The best method of providing the means is a wide question of political and social economy. Hitherto Upper Canada—after the example of other countries—has adopted the method of combining general with local annual efforts for the support of Common Schools; and the present School law provides that every farthing of the School Fund thus created shall be expended for one object—and for one object only—the salaries of legally qualified Teachers.

We have seen statements to the effect, that a considerable part of the Common School Fund is absorbed by the salaries of Superintendents. This is an entire mistake in regard both to the Chief and the District Superintendents. The salary of the Chief Superintendent is no more paid out of the School Fund than that of any Judge or Civil Officer in the Province; and the law provides for the incidental expenses of his office like those of other public offices; and provides also for the salary of each District Superintendent independent of the School Fund for such District. The School Fund in each District must consist annually of twice the amount of the annual Legislative Grant apportioned to that District; that amount, without any deduction, must be distributed to Townships and School Sections towards the payment of Teachers' Salaries. The salary of the District Superintendent, therefore, must be provided for, in addition to the required District School Fund.

It was different under the late Common School Act. In some Districts both the District and Township Superintendents were paid out of the School Fund—though in other Districts it was otherwise; but the present School Act was carefully constructed with a view of making the whole management of the School system independent of the School Fund—so that all parties aided by that Fund might feel that whatever should be done by the District or

Provincial Superintendent would be an additional help, and not a burthen upon them. And all the copies of School Acts, Reports, Forms and Regulations, Blank Reports, &c.,—any more than the salaries of Superintendents—have not deducted a penny from the School Fund. The expenditure of the School Fund is accounted for in detail in the Annual Reports of the Chief Superintendent; and those reports show that every sixpence of it has been applied to the one object prescribed by law—the payment of *Teachers' Salaries*.

THE COMMON SCHOOL LAWS OF UPPER CANADA.

On no subject is it more easy to speculate, and on no subject is it more difficult to legislate, than on that of Common Schools. A law designed not only for the people at large, but to be administered by themselves, and not by learned Judges, may be easily talked about, but not so easily produced. For example, it is easy for a person to say that the duties of School Trustees are too numerous and intricate; but it would be difficult for a person to point out which one of those duties could be dispensed with and one of our Common Schools carried on, and the public money received in aid of it accounted for; or how the *forms* prepared to assist in the performance of those necessary duties could be made more simple and yet sufficient for the purposes required. It is very easy for a person to say that the machinery of the law is cumbrous—though less so than under the late Act; but it is not so easy to show which part of the machinery may be taken out and not render the machine itself unmanageable and useless; and it would be difficult to name any country or state in Europe or America in which there is a School Law with so few provisions, and so little machinery, and with so small a number of forms, as that which exists in Upper Canada. We have not yet seen that state, nor met with that law. If there be one, we should be happy to be informed of it: The Common School Act for Upper Canada contains 45 sections; that of the State of New York contains nearly 200 sections, and is accompanied with forms and instructions in proportion.

We are aware that the progress of society and of systems creates the necessity for a corresponding progress in legislation; and as the scaffolding necessary in the erection of a building is only an encumbrance after the completion of the edifice, so many provisions of law, and even forms, requisite in the commencement and infancy of a system, must necessarily be modified, and, in some instances superseded, as it advances. But it is one thing to add to, to modify, to supersede as *experience* may suggest, and as *necessity* may demand; and it is another thing to pull down and overthrow as caprice may fancy or passion prompt. The former advances to maturity—the latter perpetuates infancy; the former perfects what is begun—the latter is always beginning anew; the one supplies new wants as they arise, inspires confidence, and encourages effort—the other creates confusion and disgust, affords pretexts for indifference, discourages and paralyzes exertion.

From the history of School legislation in the best educated countries, we learn that their School Laws are the fruits of many years' calm experience, careful deliberations, and gradual improvements—the foundation being laid in a short and comprehensive law, and the details filled up and modified by successive short enactments, and the whole at length revised and embodied in

one general statute. The original School Law of the State of New York has been thus modified and amended, to a very great extent, in its details, in 1841 and afterwards in 1844. We see it now recommended that these several enactments should, for the sake of public convenience, be reduced to one general law; and it is also urged that the office of State Superintendent of Common Schools should be separated from that of State Secretary, as is the case in both the Eastern and Western States, and as is required for the efficiency of the office—instead of having its duties discharged, as heretofore, by a Deputy Superintendent. In some cases of late years, State Boards of Education have been created; but not for the general administration of the School Law (which is never taken out of the hands of the Government), but for the special purposes of Normal Schools and Books. During the last few months the Provincial Superintendent has visited the several Districts of Upper Canada, with a view of conferring, in the most public and unreserved manner, on the subject of our School Laws as well as of our Schools. It was found that many erroneous impressions existed as to the nature and objects of some of their provisions; but in the course of these conversations, in which the experience and views of numerous most intelligent individuals were elicited, not only was a most gratifying interest manifested, but valuable hints and suggestions were offered, which, we trust, will be improved to practical purposes. After the fullest explanations and exchange of thought at these meetings, the general conclusions appeared to be those which are well expressed in the following letter from the very intelligent and efficient Superintendent of Common Schools in the District of Niagara,—a District second to none in Upper Canada in the state of its Schools, and probably in advance of any other District in respect to a number of excellent *School-houses*. The sentiments of Mr. D'EVERARDO's letter were not only expressed in the large and influential meeting held in that District, but also have been expressed by the Municipal Councils of that and several other Districts. Mr. D'EVERARDO's letter was designed as a substitute for personal attendance at the School Meeting of his District. It is gratifying to know that the afflictive cause of his absence from that meeting has been removed. We hope that his intimation as to the noble co-operation of persons in authority will have their due weight with all parties concerned throughout Upper Canada.

“FONTHILL, October 25th, 1847.

“SIR,—It has been my misfortune to be confined to my house for upwards of two months by a severe attack of fever; hence I am, I regret to say, unable to attend your meeting in Niagara to-day.

“I can assure you that my anxiety to be there has been very great; but the unfavourableness of the weather, and my extreme weakness, render it impossible for me to go; therefore, I hope to be excused.

“The objects of the present meeting are, as I understand, among other things, to obtain information with regard to the practical working of the existing School Laws, and to hear amendments suggested.

“Touching those points, I beg to observe that, as a whole, in this District, the Law is working quite satisfactorily, and our Schools are more generally open and better attended than they were last year, and I think that any change in the Statutes for the establishment and maintenance of Common Schools would operate prejudicially here.

“There are some persons who, from interested motives, seek the total abrogation of all School Laws; there are others who are always dissatisfied with what exists; but I am persuaded that a large majority of those who really desire education for their children

have no inclination to change until they have proved by experience that there are actual defects in the present School Acts.

“The successful working of the several Common School systems in this District, that have from time to time been in force, may be attributed mainly to the lively interest in Schools felt, and efficient steps taken by the Municipal Council as a body, and by the Councillors as individuals, aided by the Magistrates and Clergymen, and others in authority.

“Thus the co-operation of the people for the furtherance of the important object has been secured, and the enjoyment of the fruits of united efforts realized.

“Want of strength prevents me from going farther into detail ; but I would beg to refer you to Mr. Scholfield for explanations upon points omitted in this communication.

“I have the honour to be, Sir,

“Your most obedient Servant,

The Rev. EGERTON RYERSON,
Chief Supt. of Schools, U. C.

“D. D'EVERARDO,
“Supt. C. S. N. District.”

THE NORMAL SCHOOL FOR UPPER CANADA.

It is gratifying to be able to state, that there are upwards of *forty* students in this important institution—nearly all of them persons who have already been employed as Teachers of Common Schools, and who have improved the very first opportunity of attending the Normal School, in order to qualify themselves better for the duties of their profession. The attendance of students, during the first session, is larger than had been anticipated. It is pleasing to remark, that some of the young men have been sent by District Councils. The great Normal School at Albany, for the State of New-York,—now containing 300 pupil-teachers—opened with *twenty-nine* ; and it was two or three years before the attendance at the famous Normal School in Dublin amounted to *thirty* at any one time. But our expectations have not been less exceeded by the attendance of pupil-teachers, than by the ability and skill of the Masters employed to give instruction. On this subject, however, we purpose to remark in the next number of this journal, when we hope to be able to announce the opening of the Model School in connexion with the Normal School.

The necessity and immense advantages of Normal School instruction are now admitted by enlightened friends of popular education in all countries, as has been shown at large in the *Report on a System of Public Elementary Instruction for Upper Canada*, pp. 157–170 ; provision is made for it even in the new Western States of America ; and in one instance only in Upper Canada have we witnessed any other than a feeling in accordance with that of the civilized world on this subject. We have seen no objection to the Normal School which does not more than refute itself by assigning reasons which degrade the profession of the School Master, extinguish the hopes of the rising generation, and thus prove the necessity of an Institution which is essential to advance society in Upper Canada in harmony with the progress of society in other civilized countries. We do not therefore deem it necessary to discuss the question on the present occasion ; but we cannot forbear subjoining the following extract from the Report of the Massachusetts Board of Education for 1846 :

“The provision for the education of the people of the State, at the expense of the State, is essential to its prosperity. That people can only be educated in the Common Schools. Those Schools are inadequate to the proper educational training of that people, by reason of the want of a proper degree of attainment in the teachers. These teachers

cannot be educated at our colleges and our academies. No other means are proposed for this purpose, than those institutions in which they are to be taught the rules and principles for harmoniously unfolding the physical, the intellectual, and the moral nature of man. And *then* recurs the question,—is the establishment of such institutions the dictate of a wise policy?

“It is not necessary to sustain the affirmative by argument. It needs none. The very statement is argument. Illustration cannot strengthen, reason cannot enforce it. What! Here, in Massachusetts, in the Old Colony, ‘that mother of us all,’ shall we sit down gravely to discuss a proposition, of which even barbarian ignorance has perceived the truth? For now, even now, when the sceptic cavils and the cautious doubt, the sultan of Turkey has spoken! and, in his zeal for the introduction of the improvements of the age, he has followed an act of religious toleration by the establishment of a Normal School.

“France, too, has spoken; and her voice comes to us in tones, at once, of encouragement and of warning. She has cultivated the intellect, but she has corrupted the heart. She has awakened the susceptibilities of the soul, but she has incited them to crime; and while she has shown us, by the example of intellectual training, of what the system is capable, she has admonished us to neglect not the improvement of those other powers, the harmonious development of which is alone the education of the man.

“Prussia also has spoken; and when we contemplate the wonderful effects which the operation of her Normal Schools, for a generation, has wrought upon her people, the more strikingly wonderful, from the disparity which it has created between those who have enjoyed their benefits, and that other and more teachable sex, which, by its exclusion, has been cut off from a common sympathy, we are led to prize the more highly that beneficent provision of our own polity which declares that *all* the people shall be educated.

“But, more than all, and above all, Massachusetts has spoken; and her voice sounds harmoniously with that of the great State of New York. She has watched the rise and progress of these institutions with a cautious dread of injudicious innovation, and yet with an earnest zeal for well-considered improvement. She has seen her doubts of their usefulness resolved by the light of experience, and she has incorporated them into her educational policy. The three State Normal Schools are now her recognized offspring, and until perfection shall have superseded the necessity of effort, she stands pledged to their support, by her past history and her present fame.

“Let, then, these two great States, which have committed themselves to the fulfilment of this great effort, go on, hand in hand, with a unity never to be dissevered. Let their example be for the imitation of other States and the praise of all posterity. Then shall the hardest difficulties which beset the path of free governments, smooth themselves out before us, and then shall the blessings of free institutions be bestowed upon the people, like the all-dispensing bounty of the rain and the sun-shine.”

OFFICE OF DISTRICT SUPERINTENDENT OF COMMON SCHOOLS.

The necessity and importance of this office has not for a moment been doubted by the framers of the last two School Acts for Upper Canada; nor by any person versed in systems of public instruction in any country. It is a matter of course in Great Britain, France, and Germany. The office in Upper Canada was borrowed from the New-York School system. The system of Common Schools in the State of New-York was formerly conducted under the local supervision of Town Commissioners and Inspectors; but the system proved most inefficient, until 1841, when these local offices were abolished and the office of County (identical with our District) Superintendent was created. Dr. POTTER, in his Prize Essay, *The School and School-master*, (pp. 262-3), observes,—“It was to supply this lamentable deficiency on the part of trustees, town inspectors, and parents, that the office of *County Superintendent* was created. The creation of this office seemed to be loudly called for from all parts of the State. The law is framed nearly on the model of that which is considered the best law for securing School inspection that the world has yet seen, [that of Holland;] and it is regarded now, by the most

enlightened friends of popular instruction throughout the country, and, I may add, throughout the world, as *the one measure*, without which our system must have remained comparatively inert; but with which, it must, if properly sustained, rise to excellence and cover itself with honour." But, during the last few months, some persons in Upper Canada—who have probably never investigated the subject—have formed quite a different opinion from Dr. POTTER and his fellow-citizens. Of course, the utility of the office depends entirely upon the ability and diligence with which its duties are discharged. Where the incumbent of the office is incompetent or inactive, the whole system within his jurisdiction (with some rare exceptions) will remain stationary or retrograde. He is the mainspring of the system in his District. In illustration of the importance of this office, and of the great usefulness of which it is susceptible, it will be sufficient to quote two paragraphs from the Report (pp. 17, 18, 19,) of the Superintendent of Common Schools for the State of New-York in 1844—the first paragraph describing the condition and character of the Common Schools in that State before the creation of the office of County or District Superintendent, and the second showing the early results of the labours of that office:—

"Up to the year 1841, the only class of officers whose special duty it was to visit and inspect the schools, and to provide a suitable body of teachers for their instruction, were the commissioners and inspectors of Common Schools. In what manner these important and responsible duties were discharged by them, has already been submitted to the Legislature, in previous reports from this Department. Incompetent teachers were permitted to take charge of a *great majority of the Schools*, under the official sanction of certificates of qualification, granted frequently without any previous knowledge of their character or attainments; and the visitations required by law were seldom, and in a majority of instances, never made. Trustees of districts contented themselves with discharging the duties specifically imposed upon them by law; and after having contracted with a teacher at the lowest prices they could obtain, and made the requisite arrangements for continuing the School for a length of time sufficient to enable their district to secure its proportionate share of public money, they rarely felt themselves called upon to investigate the condition of the School itself; and the *inhabitants of districts* conceived their duty discharged by sending their children, when convenient, to the School, and punctually paying their quota of the tax list or rate bill, when called upon for that purpose. No opportunity was afforded for comparing the condition of the School with that of others, near or remote; and each teacher, for the brief period embraced in his contract with the district, without supervision, encouragement or advice, daily passed through a tedious and monotonous routine of unintelligible, and consequently uninteresting exercises. After an interval of three or four months, another teacher was employed, and the same process repeated, with such variations only as resulted from the substitution of one impracticable method of instruction for another. The profession of the teacher became, too often not without cause, disreputable—the School-house a by-word of repulsion—and the District School synonymous with all that was vulgar, low, immoral and degrading. The repeated and concurring testimony of individuals and public officers, and the observation and experience of all who have had the means of knowing the condition of these schools, in the greater portion of the districts of the State, will corroborate the truth of the picture here reluctantly drawn. That there has not been a gradual and steady improvement in their condition, notwithstanding the obstacles they have been compelled to encounter, it would be equally unjust and untrue to assert: but under the disadvantages inseparable from an almost total absence of public or private supervision, that thorough and complete elementary education, which it was the policy and design of our system of public instruction to secure to every child of the State, has been almost universally withheld. But we may congratulate ourselves upon the accession of a new order of things, in relation to the workings of our system."

"The reports of the several County Superintendents which are herewith transmitted, exhibit unequivocal evidence of efficient exertions on their part, in the performance of the responsible duties assigned them by law and by the instructions of this Department. To their efforts is to be attributed, to a very great extent, the revolution in public sentiment, by which the District School, from being the object of general aversion and reproach, begins to attract the attention and regard of all. To their enlightened labours for the elevation and advancement of these elementary institutions, we owe it in a great measure, that new and improved modes of teaching, of government and of discipline have succeeded in a very large proportion of the districts, to those which have hitherto

prevailed ; that a higher grade of qualifications for teachers has been almost universally required ; that parents have been induced to visit and take an interest in the Schools ; that private and select Schools have been to a considerable extent discountenanced, and the entire energies of the inhabitants of districts concentrated on the District School ; and that the importance, the capabilities and extended means of usefulness of these nurseries of knowledge and virtue, are beginning to be adequately appreciated in nearly every section of the State. Collectively considered, these officers have well vindicated the confidence reposed in them by the legislature and the people, and justified the anticipations of the friends of education."

TEXT-BOOKS IN SCHOOLS.

The list of Text-Books remains nearly as the same was adopted in 1845 ; and this vexed subject—so fruitful in trouble and dissension—has been managed with singular prudence and discretion by the Board.

Although a regular series of books had been approved, and their use directed, yet the difficulty of overcoming the prejudice and parsimony of some of the parents, prevented their general adoption ; and at the commencement of the year our Schools were filled with books of almost every variety—the accumulation of the varying tastes and wishes of parents and teachers. The necessity for reform in this department was obvious to all ; and to accomplish it, a conciliatory, but firm and decided course was adopted, which soon produced the desired result. Very little dissatisfaction was expressed, and now it will be comparatively easy to secure and retain that entire uniformity which is so essential to the proper classification of a School.—*Annual School Report of the Superintendent of Schools in the City of Rochester, U. S., for 1846.*

MISCELLANEOUS.

RELIGION A VITAL PART OF EDUCATION.—It is to be observed here, that we mean by Education a large and generous culture, which comprehends the whole man, and which assigns, therefore, the first place to the *immortal* nature. We would never forget, that there may be much knowledge and much discipline of the intellectual powers, which leaves in darkness and in sin the moral and spiritual man. Such education we repudiate.—Instead of a narrow and partial training, which would make its subject a monster rather than a man ; we go for one which would build up the subject to the perfection which corresponds to his nature and position.—Talent and knowledge are rarely blessings either to their possessor or to the world, unless they are placed under the controul of the higher sentiments and principles of our nature. Better that men should remain in ignorance, than that they should eat of the fruit of the tree of knowledge, only to be made

more subtle and powerful adversaries of God and humanity.—*Bishop Potter.*

To open the mind to human science, to awaken the pleasures of taste, and to decorate the external man with the adornings of civil and refined life, might be sufficient to occupy the office of education, were there no God, no Saviour, no future being. Were this life not a state of probation, had man no peace to make with his God, no law of His to obey, no pardon to solicit from His mercy, then this would be education ; but most affectingly deficient will the knowledge of that youth be found, and negligent in the highest degree must they be considered who have the charge of his early years, if his mind be left unoccupied by other objects, and unfamiliarized to higher considerations.—*Richard Watson.*

FEMALE EDUCATION.—Hitherto, it has been considered of more importance, that men should be well educated than

that women should be. It is not so. With the exception of what belongs to the professions and the business of government, it is more important to the community that women should be well educated. No human being is so completely isolated among his fellow-creatures but that his possessing a cultivated mind shall be a common good. In man the good is communicated indirectly. A cultivated female, on the contrary, exerts an immediate influence upon her children, and through them upon the human race. Educate all the men of a generation, and leave the women uneducated, and every child under their influence begins his public education with all the disadvantage of his father. Educate all the females, and you will give a permanent impulse to the onward movement of the race which it can never lose. Each individual begins his progress from a higher level, and, with equal exertion, will bequeath a richer inheritance of knowledge and wisdom to his successors.—*Emerson.*

COMMON SCHOOL THE BEST SCHOOL.

—We utterly repudiate, as unworthy, not of freemen only, but of men, the narrow notion, that there is to be an education for the poor as such. Has God provided for the poor a coarser earth, a thinner air, a paler sky? Does not the glorious sun pour down his golden flood as cheerily upon the poor man's hovel, as upon the rich man's palace? Have not the cotter's children as keen a sense of all the freshness, verdure, fragrance, melody, and beauty of luxuriant nature as the pale sons of kings? Or is it on the mind that God has stamped the imprint of a baser birth, so that the poor man's child knows, with an inborn certainty, that his lot is to crawl, not climb?

It is not so. God has not done it. Man cannot do it. Mind is immortal. Mind is imperial. It bears no mark of high or low, of rich or poor. It heeds no bound of time or place, of rank or circumstance. It asks but freedom. It requires but light. It is heaven-born, and it aspires to heaven. Weakness does not enfeeble it. Poverty cannot repress it. Difficulties do but stimulate its vigor. And the poor tallow-chandler's son, that sits up all the night to read the book which an apprentice lends him, lest the

master's eye should miss it in the morning, shall stand and treat with kings, shall add new provinces to the domain of science, shall bind the lightning with a hempen cord, and bring it harmless from the skies. The Common School is *common*, not as inferior, not as the school for poor men's children, but as the *light and air* are *common*. It ought to be the best school, because it is the first school; and in all good works the beginning is one-half. Who does not know the value to a community of a plentiful supply of the pure element of water? And infinitely more than this is the instruction of the Common School; for it is the fountain at which the mind drinks, and is refreshed and strengthened for its career of usefulness and glory.—*Bishop Doane.*

TO YOUNG MEN.—How, after the duties of the day are over, do you employ your evenings? This is a question of importance. If you have no regular employment, no fixed pursuits to engross your attention and operate as a stimulus to the mind when unemployed, you must of necessity have many leisure and unoccupied hours—intervals when time will hang heavily on your hands, and suggest the necessity of some means to relieve it of its weight. The very time which is dissipated in idleness would, if devoted to study, enable many a young man to obtain eminence and distinction in some useful art.—*Christian News.*

Mothers and School Masters plant the seeds of nearly all the good and evil which exist in the world. Its reformation must therefore be begun in the nurseries and schools.—*Dr. Rush.*

That education which will secure to the future, the civilization of the past and present, is what the country really requires.—*Professor Whewell.*

“Not far from two centuries ago, the Scottish Legislature enacted, ‘that a good and sufficient School should be erected and maintained in every parish.’ To these five little words, ‘a good and sufficient School,’ introduced into an Act of Parliament, is Scotland indebted, at this day, for nearly every solid glory which she possesses.”