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# JOURNAL OF EDUCATION

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## CONTENTS OF THE NATIONAL READERS.

In order to afford the public generally an opportunity of judging of the very appropriate character of the admirable series of the National Readers which are now beginning to be so extensively used in our Common Schools, we copy at length the *Table of Contents* of each of the first five Readers. This new and striking *coup d'œil* of their entire contents will prove highly interesting and gratifying to those who have not had an opportunity of examining the books themselves; and will exhibit at one view the intellectual and progressive character of the series.

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### CONTENTS.

SECTION I. Words of one Syllable. SECTION II. Words of two Syllables  
—Adam and Eve—Cain and Abel—the Flood—the Sheep—the Hen—the  
Cat—the Ant—Land and Water—the Robin Redbreast—to a Redbreast  
(Poetry)—Bread—the Sloth and the Squirrel—the Oak—Little Birds—the

Seasons—the Cuckoo—Milk, Butter, and Cheese—Noun, Pronoun, Verb—the Herring—Fuel. SECTION III. The Call of Abram—the parting of Abram and Lot—Capture and Deliverance of Lot—Duty of Children to their Parents (P.)—the Farmer and his Sons—Love between Brothers and Sisters (P.)—the Lark and her Young—the Young Mouse (P.)—the Old Man and his Ass—Signs of Rain (P.)—the Stable—Changes of Nature (P.)—Fruit—Father William (P.)—Map of the World—Early will I seek Thee (P.)—Adjective, Adverb—the Voice of Spring (P.)—the Flower Garden—Good Resolution (P.) SECTION IV. The Little Philosopher—the Contented Blind Boy (P.)—Lessons to be taught to Youth—Heavenly Wisdom (P.)—Cruelty to Insects—the Ant or Emmet (P.)—Benevolence—Compassion (P.)—the Dutiful Son—My Mother (P.)—the Daw with the borrowed Feathers—the Kite; or Pride must have a Fall (P.)—Anecdote of George Washington—Against Lying (P.)—the Works of God—Creation (P)—God's Family—“Our Father who art in Heaven”—(P.)

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CONTENTS.

I. FABLES. IN PROSE.—The Fox and the Goat—the Lion and the Mouse—the Wolf and the Lamb—the Stag drinking—the Swallow and other Birds—the Two Bees, *Dodsley*. IN VERSE.—The Bears and the Bees, *Merrick*—the Hare and many Friends, *Gay*—the Nightingale and the Glow-worm, *Cooper*—the Butterfly and the Snail, *Gay*—the Boy and the Rainbow, *Wilkie*—the Chameleon, *Merrick*.

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IV. GEOGRAPHY.—Europe—Asia, *Douglas*—Africa—America, *Douglas*—Peak Cavern, Derbyshire, *Clarke*—Visit to a Newcastle Coal-pit, *Wakefield*—Fingal's Cave, Isle of Staffa, *ibid*—the Giant's Causeway, *Clarke*—the Lake of Killarney, *ibid*.

V. MISCELLANEOUS LESSONS. IN PROSE.—Money—Exchanges—Commerce—Coin—the Parts of Speech—Prefixes and Affixes—the Mask of Nature, *Barbauld*—the Whistle, *Franklin*—the Dervis—Whang, the Miller, *Goldsmith*

—the Lost Camel—Traveller's Wonders, *Evenings at Home*—True Heroism, *ibid*—African Hospitality, *Park's Travels*—Adventure of Mungo Park, *ibid*—Solon and Cræsus—the Pet Lamb, *Wordsworth*—the Laplander—the Harper, *Campbell*—to the Cuckoo, *Logan*—the Sea, *Mrs. Howitt*—the Birds, *Hemans*—to a Dying Infant, *Anon*—Birds of Passage, *Hemans*—the Homes of England, *ibid*—Scotland—Lines sent to the Irish Harp Society, *Miss Balfour*—Day ; a Pastoral, *Cunningham*—the Common Lot, *Montgomery*—the Orphan Boy, *Opie*—the Spectacles—the Good alone are Great, *Beattie*—Love of Country, *Scott*—Verses supposed to be written by Alexander Selkirk, *Cowper*—the Battle of Blenheim, *Southey*.

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CONTENTS.

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V. MISCELLANEOUS LESSONS.—Complaint of the Dying Year, *Henderson*—Westminster Abbey, *Spectator*—Mr. Pitt's Reply to Horace Walpole—War, *Chalmers*—on Infidelity, *Andrew Thomson*—Insignificance of this World, *Chalmers*—the Vision of Mirza, exhibiting a picture of human life, *Spectator*—Account of the Principal Heathen Gods, *Baldwin*—Why an Apple falls, *Evenings at Home*—Account of the Principal Heathen Goddesses, *Baldwin*—of the Thermometer and Barometer—on the Microscope, *Platt*—Why the Earth moves round the Sun, *Evenings at Home*.

VI. POETRY.—Flying Fowl and Creeping Things, praise ye the Lord, *Watts*—God, the Author of Nature, *Cowper*—All Creatures called on to praise God, *Ogilvie*—on Cruelty to Animals, *Cowper*—Detached Pieces, from *Beattie*, *Hurdis* and *Milton*—a Poet's Noblest Theme, *Barton*—Omnipresence of God, *Anon*—Hope beyond the Grave, *Beattie*—the Heavenly Rest, *Anon*—on Staffa, *Blackwood's Magazine*—Address to the Mummy in Belzoni's Exhibition, *New Monthly Magazine*—Jerusalem, *Moore*—the Falls of Niagara, *Brainard*—on the Downfall of Poland, *Campbell*—Pompeii, *Lyrical Gems*—Thunder Storm among the Alps, *Byron*—a Voyage round the World, *Montgomery*—Detached Pieces from *Warton*, *Mallet*, *Thomson*, *Rogers*, *Darwin*, and *Milton*—Jerusalem before the Siege, *Milman*—Palestine, *Heber*—Christ's Second Coming, *Heber*—the Saviour, *Montgomery*—the Incarnation, *Milman*—What is Time? *Marsden*—Ocean, *Byron*—Detached Pieces from *Young*, *Armstrong*, *Cowper*, *Pollock*, and *Wilson*—the Swain in Barren Deserts, &c., *Pope*—Providence, *Cowper*—the Day of Rest, *Grahame*—Detached Pieces from *Shakspeare*—the Graves of a Household, *Mrs. Hemans*—Separation, *Montgomery*—Auburn, *Goldsmith*—Times and Seasons, *Rogers*—the Voice of Spring, *Mrs. Hemans*—How sweet, to Muse, *Cowper*—Detached Pieces from *Cowper*, *Thomson*, *Johnson*, and *Hafiz*—the First Sabbath, *Milton*.

## APPENDIX,

- I. PREFIXES.—1. English—2. Latin—3. Greek.
- II. AFFIXES.—1. To Nouns—2. To Adjectives—3. To Verbs—4. To Adverbs.
- III. LATIN AND GREEK ROOTS.—Section I—Section II.—Section III.—Section IV.—Section V.

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## CONTENTS.

SECTION I.—PHYSICAL GEOGRAPHY AND GEOLOGY.—Rotundity of the Earth—General View of the Globe—Mountains—the Ocean—Springs, Rivers, Lakes—Changes in the Surface of the Earth—the Atmosphere—the Winds—Aqueous Vapour: Clouds and Mists, Rain, Dew, Snow, Hail—on the Deluge—Mineral Kingdom, No. 1 (Mines in Great Britain)—Nos. 2 to 6—No. 7 (Organic Remains)—Nos. 8 to 10.

SECTION II.—HISTORY.—*History and Chronology*—*Ancient History*: First Era to the Eighth—*Modern History*: First Era after Christ to the Sixth.

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the Bones—Marks of design in the Human Body—the Muscles—the Teeth—the Digestion—the Heart—Respiration.

SECTION IV.—NATURAL PHILOSOPHY.—*Natural Philosophy*, Introduction to—General Properties of Bodies—Laws of Motion and the Centre of Gravity—the Mechanical Powers. *Astronomy*: The Earth's Annual Motion—Planets—Fixed Stars—the Terrestrial Globe—the Seasons—the Moon and Eclipses—the Tides. *Hydrostatics*: Mechanical Properties of Fluids—Specific Gravity—Springs, Fountains, &c. *Pneumatics*: Mechanical Properties of Air. *Optics*: Refraction and Colours—Structure of the Eye. *Electricity*: Galvanism—Magnetism, &c.—Caloric. *Chemistry*, Introduction to—Chemical Affinity—Simple Bodies—Simple Bodies (continued)—Carbon.

SECTION V.—POETICAL PIECES.—True Liberty, *Pollock*—the Coral Insect, *Sigourney*—Snow, *Thomson*—Benefits of Affliction, *Cowper*—Procrastination, *Young*—Taste, *Akenside*—Detached Pieces, *Shakspeare*—on Milton's Blindness, *Milton*—Captain Bobadil's method of defeating an Army, *Ben Johnson*—The Post arrives in the Village, *Cowper*—Report of an Adjudged Case, not to be found in any of the Books, *Cowper*—the deserted Wife, *Anonymous*—Gertrude of Wyoming, *Campbell*—Lines written in a severe Frost and strong Haze on Sunday Morning, *Anonymous*—on the Effects of Time and Change, *Beattie*—Mutual Forbearance necessary to the Happiness of the Married State, *Cowper*—the Convict Ship, *T. K. Hervey*—Christian Benevolence, *Wilcox*—the last Minstrel, *Scott*—the Moral Change anticipated by Hope, *Campbell*—the Snow Flake, *Gould*—to a Waterfowl, *Bryant*—the Blind Mother, *Anon*—Song for May Day, *Anon*—The Silent Glen, *H. Neele*—Who is my Neighbour, *Anon*.

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### THE VALUE OF KNOWLEDGE.

We give the following extract from the very able speech of Hon. HORACE MANN, made in Congress on the bill for establishing a territorial government in the newly acquired Mexican Territory :

This conscious idea that the state of slavery is a state of war—a state in which superior force keeps inferior force down—develops and manifests itself perpetually. It exhibits itself in the statute book of the slave States, prohibited the education of slaves, making it highly penal to teach them so much as the alphabet ; dispersing and punishing all meetings where they come together in quest of knowledge. Look into the statute book of the free States, and you will find law after law, encouragement after encouragement, to secure the diffusion of knowledge. Look into the statute book of the slave States and you will find law after law, penalty after penalty, to secure the extinction of knowledge. Who has not read with delight those books which have been written both in England and this country, entitled "The pursuit of knowledge under difficulties," giving the biographies of illustrious men, who by an undaunted and indomitable spirit, had arisen from poverty and obscurity to the height of eminence, and blessed the world with their achievements in literature, in science and in morals ? Yet here, in what we call republican America, are fifteen great States, vying with each other to see which will bring the blackest and most impervious pall of ignorance over three millions of human beings ; nay,

which can do most to stretch this pall across the continent, from the Atlantic to the Pacific !

Is not knowledge a good ? Is it not one of the precious bounties which the all-bountiful Giver has bestowed upon the human race ? Sir John Herschell, possessed of ample wealth, his capacious mind stored with treasures of knowledge, surrounded by the most learned society in the most cultivated metropolis in the world, says :—"If I were to pray for a taste which should stand me in stead, under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading" Yet it is now proposed to colonize the broad regions of the west with millions of our fellow beings, who shall never be able to read a book or write a word ; to whom knowledge shall bring no delight in childhood, no relief in the weary hours of sickness or convalescence, no solace in the decrepitude of age ; who shall perceive nothing of the beauties of art, who shall know nothing of the wonders of science, who shall never reach any lofty, intellectual conception of the attributes of their great Creator ;—deaf to all the hosannas of praise which nature sings to her Maker ; blind in this magnificent temple which God has builded.

Sir, it is one of the noblest attributes of man that he can derive knowledge from his predecessors. We possess the accumulated learning of ages. From ten thousand confluent streams, the river of truth, widened and deepened, has come down to us ; and it is among our choicest delights that if we can add to its volume, as it rolls on, it will bear a richer freight of blessings to our successors. But it is proposed to annul this beneficent law of nature ; to repel this proffered bounty of Heaven. It is proposed to create a race of men, to whom all the lights of experience shall be extinguished, whose hundereth generation shall be as ignorant and barbarous as the first.

Sir, I hold all voluntary ignorance to be a crime ; I hold all enforced ignorance to be a greater crime. Knowledge is essential to all rational enjoyment ; it is essential to the full and adequate performance of every duty. Whoever intercepts knowledge, therefore, on its passage to a human soul ; whoever strikes down the hand that is outstretched to grasp it, is guilty of one of the most heinous of offences. Add to your virtue knowledge, says the Apostle ; but here the command is, be-cloud and be-little by ignorance whatever virtue you may possess.

Sir, let me justify the earnestness of these expressions, by describing the transition of feeling through which I have lately passed. I come from a community where knowledge ranks next to virtue, in the classification of blessings. On the 10th day of April last, the day before I left home for this place, I attended the dedication of a school house in Boston, which had cost \$70,000. The Mayor presided, and much of the intelligence and worth of the city was present on the occasion. I see by a paper which I have this day received, that another school house, in the same city, was dedicated on Monday of the present week. It was there stated by the Mayor, that the cost of the city school houses, which had been completed within the last three months, was \$200,000. On Tuesday of this week, a new high school house, in the city of Cambridge, was dedicated. Mr. Everett, the President of Harvard College, was present and addressed the assembly in a long, and, I need not add, a most beautiful speech. That school

house, with two others to be dedicated within a week, will have cost \$25,000. Last week, in the neighboring city of Charlestown, a new high school house of a most splendid and costly character, was dedicated by the Mayor and city government, by clergy and laity.

But it is not the Mayors of cities, and Presidents of colleges alone, that engage in the work of consecrating temples of education to the service of the young. Since I have been here, the Governor of the Commonwealth, Mr. Briggs, went to Newburyport, a distance of forty miles, to attend the dedication of a school house which cost \$5,000. On a late occasion, when the same excellent Chief Magistrate travelled forty miles to attend the dedication of a school house in the country, some speaker congratulated the audience because the Governor of the Commonwealth had come down from the executive Chair to honor the occasion, "No," said he, "I have come up to the occasion to be honored by it." Within the last year \$200,000 have been given by individuals to Harvard College. Within a little longer time than this, the other two colleges in the State have received, together, a still larger endowment, from individuals or the State.

These measures are a part of a great system which we are carrying on for the elevation of the race. Last year the voters of Massachusetts, in their respective towns, voluntarily taxed themselves about a million of dollars for the support of common schools. We have an old law on the statute book, requiring towns to tax themselves for the support of public schools, but the people have long since lost sight of this law in the munificence of their contributions. Massachusetts is now erecting a reform school for vagrant and exposed children—so many of whom come to us from abroad—which will cost the State more than a hundred thousand dollars. An unknown individual has given \$20,000 dollars towards it. We educate all our deaf and dumb and blind. An appropriation was made by the last legislature to establish a school for idiots, in imitation of those beautiful institutions in Paris, in Switzerland, and in Berlin, where the most revolting and malicious of this deplorable class are tamed into docility, made lovers of order and neatness, and capable of performing many valuable services. The future teacher of this school is now abroad, preparing himself for his work. A few years ago, Mr. Everett, the present President of Harvard College, then Governor of the State, spoke the deep convictions of the Massachusetts people, when in a public address on education, he exhorted the fathers and mothers of Massachusetts in the following words; "Save," said he, "save, spare, scrape, stint, starve, do anything but steal," to educate your children. And Dr. Howe, the noble hearted director of the Institution for the Blind, lately uttered the deepest sentiments of our citizens when in speaking of our duties to the blind, the deaf and dumb, and the idiot, he said: "The sight of any human being left to brutish ignorance, is always demoralizing to the beholder. There floats not upon the stream of life a wreck of humanity so utterly shattered and crippled, but that its signals of distress should challenge attention and command assistance"

Sir, it was all glowing and fervid with sentiments like these, that a few weeks ago I entered this House—sentiments transfused into my soul from without, even if I had no vital sparks of nobleness to kindle them within. Imagine, then, my strong revulsion of feeling, when the first set, elaborate speech which I heard, was that of the gentleman from Virginia, proposing to extend ignorance to the uttermost bounds of this Republic; to legalize it, to



enforce it, to necessitate it, and make it eternal. Since him, many others have advocated the same abhorrent doctrine. Not satisfied with dooming a whole race of our fellow-beings to mental darkness, impervious and everlasting—not satisfied with drawing this black curtain of ignorance between man and nature, between the human soul and its God, from the Atlantic to the Rio Grande, across half the continent—they desire to increase this space ten, twenty millions more, and to unfold and spread out its black curtain across the other half of the continent. When, sir, in the halls of legislation, men advocate measures like this, it is no figure of speech to say, that their words are the clanking of multitudinous letters; each gesture of their arms tears human flesh with ten thousand whips; each exaltation of their breath spreads clouds of moral darkness from horizon to horizon.

Twenty years ago a sharp sensation ran through the nerves of the civilized world, at the story of a young man, named Casper Hauser, found in the city of Nuremberg, in Bavaria. Though sixteen or seventeen years of age, he could not walk or talk. He heard without understanding, he saw without perceiving; he moved without definite purpose. It was the soul of an infant in the body of an adult. After he had learned to speak, he related that, from his earliest recollection, he had always been kept in a hole so small that he could not stretch out his limbs, where he saw no light, heard no sound, nor even witnessed the face of the attendant who brought him his scanty food. For many years, conjecture was rife concerning his history, and all Germany was searched to discover his origin. After a long period of fruitless inquiry and speculation, public opinion settled down into the belief that he was the victim of some great, unnatural crime; and he was heir to some throne, and had been sequestered by ambition; or the inheritor of vast wealth, and had been hidden away by cupidity; or the offering of criminal indulgence, and had been buried alive to avoid exposure and shame. A German, Von Feuerbach, published an account of Casper, entitled "The Example of a Crime on the Life of a Soul."

But why go to Europe to be thrilled with the pathos of a human being shrouded from the light of nature, and cut off from the duty and knowledge of God? To-day, in this boasted land of light and liberty, there are three million of Casper Hausers, and as if this were not enough, it is proposed to multiply their number tenfold, and to fill up all the Western world with these proofs of human avarice and guilt. It is proposed that we ourselves should create, and should publish to the world, not one, but untold millions of "*Examples of a Crime on the Life of the Soul.*" It is proposed that the self-styled freemen, the self-styled christians, shall engage in the work of procreating, rearing, and selling Casper Hausers, often from their own loins, and if any further development of soul or body is allowed to the American victims than was permitted to the Bavarian child, it is only because such development will increase their market value at the barracoone. It is not from any indifference of motive, but only the better to insure that motive's indulgence. The slave child must be allowed to use his limbs, or how could he drudge out his life in the service of his master? The slave infant must be taught to walk, or how, under the shadow of this thrice glorious Capitol, could he join a coffin for New Orleans. I know, sir, that it has been said, within a short time past, that Casper Hauser was an impostor, and his story a fiction. Would to God that this could ever be said of his fellow-victims in America.

## SCHOOL SYSTEM OF MICHIGAN.

When we compare the present condition of our Public Schools in this State, with their condition thirty or forty years ago, we can hardly think of the change as reality. We seem like one who has been dreaming. In most of our villages and populous districts, we meet with handsome, well built, and well furnished edifices, fit for the use of a college, and filled with "well ordered files" of from forty to four hundred children, under the care of teachers, educated, for the most part, expressly for the work of training the rising generation to assume the intellectual and moral responsibilities of citizenship. And we everywhere find the people taking a lively interest in everything which belongs to this great work, or promises to promote it.

It has not always been so. We have a very distinct recollection of a state of things under which the school and the school-house were a sort of Botany Bay, to which we were banished in order to be got rid of at home, and where we sat six hours on a bench, and said A, B, C, once in three hours. Those days of penance, when the mere change of attitude was deemed a luxury, are undoubtedly fresh in the memory of thousands who now are engaged in administering our School System. The limited range of studies and meagre appliances for illustrating which were deemed ample in our school-boy days, will never be forgotten.

But our pleasures come of contrast, and we appreciate the good by our knowledge of the evil. It is doubtful therefore, whether some of our western neighbours are likely to know what good schools are, having had no experience of bad ones. In the Peninsular State of Michigan, for example, which twenty years ago was the habitation of the wolves, Indians, and a few Canadian French, their school system has sprung into being, like Jupiter from the head of Minerva, in full strength and panoply. We have before us the Reports for 1845, '46, '47, of the Superintendent of Public Instruction of that State, and from these, as well as from other sources of information, we think that Michigan will come behind no State in the Union, in providing for the thorough education of *all* her children. With a liberality and zeal, which would do honor to older States, she has laid the foundation of her school system broad and deep. With a wise foresight, she has seized the morning of her opportunity, and planted her system amidst the prairies and oak openings, so that wherever the immigrant settles, he finds the school already established, or the means of establishing it ready to his hand. She has carried out the intent of the memorable Ordinance of July 13th, 1787. In that Ordinance for the Government of the Territory of the United States, northwest of the river Ohio, it was declared that "religion, morality, and knowledge, being necessary to good government and the happiness of mankind, **SCHOOLS, AND THE MEANS OF EDUCATION, SHALL FOR EVER BE ENCOURAGED.**"

When the State constitution was adopted in 1835, and ratified by Congress in 1836, the present school system went into operation, and an experience of twelve years has brought Michigan into enviable comparison with the older States of New England.

Michigan is divided into school districts, and a school must be maintained in each of them for at least *three* months in every year, in order to share in the avails of the school fund. Of the extent of this fund, some judgment may

be formed when it is known that, besides the *interest* of the primary school fund, which amounts to *thirty-four thousand* dollars, the qualified voters of every township may raise by tax *fifty cents* for every child in the township between the ages of four and eighteen years. For the same purpose also, the Supervisors are required to assess *one mill on each dollar* of the valuation of the taxable property of their respective townships. The aggregate thus provided, amounts for the present year to \$122,000.

Now the number of School districts in Michigan is probably not over 3000, while in the State of New-York it is about 11,000. The children of a suitable age in Michigan for the schools is nearly 110,000 ; while in this State they are over 700,000. And yet, while New-York pays from her school fund less than 140,000 dollars, Michigan provides \$122,000 ; which, in proportion to her population is *six times* as much as New-York provides. So much has Michigan come nearer to the practical carrying out of the doctrine that *the property of the State should educate the children of the State.*

The School System of Michigan is to all intents and purposes *a system of Free Schools.* For although, the public moneys do not quite pay the whole expense of teachers' wages, and a deficit remains to be made up by district rate bills, yet provision is made, not only for the free tuition, but for the *school books* necessary for the use of *every* child, whose parents are not able to provide them, and the expense is met by an assessment on the property of the district.

The system of District School Libraries, which was adopted at first, has been changed to a system of Township Libraries. Some advantages doubtless result from this change. The new system is more simple and economical ; but the books of course, not quite so accessible. The number of volumes in these Libraries last year, was 44,000, which, for the population, was more than the 1,300,000 volumes in the District Libraries of this State.

But the crowning glory of the School System of Michigan is its University. Its object is "to provide the inhabitants of the State with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts." It consists of three departments :—1. Of literature, science, and the arts. 2. Of law. 3. Of medicine. It contemplates a principal College which is established at Ann Arbor, and branches to be established in other parts of the State as need shall require. The funds for its support are drawn from public lands which have been set apart expressly for this object. Two college buildings have been already erected at Ann Arbor, capable of accommodating 150 students ; and houses are built for four Professors. There are, at present, four Professors and *seventy* students. The students pay *nothing* for tuition, if they are citizens of the State. The only charge is the trifling one of ten dollars per annum for contingent expenses. The University, which is yet in its infancy, is under the management of a Board of Regents, but it is rapidly rising in favor, in reputation, and in its means of usefulness. The location at Ann Arbor is one of the most beautiful that can be imagined ; and Michigan may well be proud of it for what it already is, and for what it is yet to be.—*N. Y. State District School Journal.*

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## EDUCATION WITHOUT RELIGIOUS TRAINING.

Consider then with yourselves, that if a man is under the dominion of violent lusts and passions that are born within him, what would he be without the restraints of authority ; without the customs imposed by education from his earliest infancy ; and above all, without the obligations of religion upon the conscience ? With all his natural inclinations to vice, he must be inevitably lost, unless he is kept in subjection—he ought rather to be chained down as a lunatic, than left at liberty to follow the dictates of his own disposition. Yet such is the unaccountable perverseness of some, and the unthinking folly of others, who prescribe a course of education void of all restraint ; supposing that the mind of a child, if we do not interrupt it, will grow up into wisdom, genius, prudence, and moderation, in the state of nature. But you will easily see, that as man now is, a mind so left to itself can be fit for nothing but to be turned wild into a forest amongst the beasts. The understanding of man must, like that of the horse and mule, be broken, to make him fit for society ; and his spirit and temper must be broken, to make him fit for heaven. If he is without the benefits of education, he should retire into the wood to feed on acorns, as the poets supposed mankind to have done before the times of civilization. Among barbarians, in the remote islands of the Indies, we might possibly expect to find such examples of undisciplined nature ; though I think even there, but few minds are totally neglected ; but if such a thing occurs where the light of the Gospel prevails, we have then a monster which never appeared in the world before, a *christian savage* ! This method of leaving corrupt nature to be its own tutor, is a project of the last days, when affected wisdom is taking its flights above the regions of sobriety and common sense, and men become enthusiastically addicted to novelty and refinement : as if it were the wisest, because it is the newest way, to leave the human mind to what it knows naturally as a brute beast ; in consequence of which absurd liberty, without decency, without discretion, without conscience, without religion : to glory in its shame, and to be the pest, as it ought certainly to be the outcast, of every christian community.”—*Jones of Nayland*.

## IMPORTANCE OF EDUCATING THE FARMER.

It is calculated that the division of the occupations of men of the United States is nearly in the following proportions :—

Number engaged in Internal Navigation, .....	33,076
“ “ Ocean “ .....	56,021
“ “ Learned Professions, .....	65,258
“ “ Commerce, .....	119,607
“ “ Manufactures, .....	791,749
“ “ Agriculture, .....	3,719,951

Thus it will be seen that those who are engaged in agriculture are three and a-half times greater in number than those in all the other divisions. The agriculturalists consequently have the physical and numerical power, and can at any time control every government in the United States, and give tone to public opinion. But do they ? No indeed ; for however powerful they may

be in number, they are weak in influence, and this arises from want of proper education. The sixty-five thousand two hundred and fifty-five, engaged in the learned professions, are intellectually stronger than the three millions, seven hundred and nineteen thousand, nine hundred and fifty-one engaged in agriculture, and therefore *rule* them. If it were not so, seven-eighths of the offices in the country would not be held by lawyers and doctors; nor would all the colleges and high schools be endowed principally for the benefit of the learned professions.

Farmers, when will you arouse yourselves to the dignity and importance of your calling, and educate yourselves to the height of intelligence which will make you the *rulers* instead of the *ruled* of the other professions? There is surely nothing to prevent this, if you will only be true to yourselves.—*American Agriculturist*.

### HOW TO TEACH CHILDREN.

To make a child acquainted with the mere form of any science is of no value whatever; but every science should be used as a light of instruction, in so far as it shows what are those emphatic—those *critical* points in the course of Nature's proceeding with which—as the least disguised exponents of her order—we ought to familiarize the opening mind. In this respect, science, in its existing state, ought ever to be the guide of the teacher; but he must superadd an art of his own—the power, viz: to present these in the manner that will interest the young. Judging from the texture of most elementary works yet in circulation in this country, one would be inclined to infer that the art of popular exposition is synonymous with toleration for inaccuracy and clumsiness: but, rightly estimated, it requires powers both elevated and rare, not technical knowledge merely, but knowledge in the best sense—knowledge that can rightly discriminate—in regard to the sciences; and, what is still more difficult, the faculty of falling back, by aid of our undestroyed sympathies, among those impulses and vivid conceptions by which the external world is interpreted to the warm heart of a child. The loftiest minds—at least in respect of culture—have invariably been those who have written most successfully for the instruction of youth; and I esteem it a great misfortune, that so few finished scholars and accurate thinkers have, amongst us, thought fit to employ themselves in this.—*Wilm.*

### LAMARTINE'S EDUCATION.

My mother had received from her mother, when on her death-bed, a handsome Bible of Royamont,\* from which she taught me to read when I was very young. This Bible had engravings of sacred subjects at nearly every page. When I had read about half a page with tolerable correctness, my mother allowed me to see a picture; and, placing the book open on her knees, she

\* The assumed name under which M. de Saci published his "History of the Old and New Testaments."

explained the subject to me as a recompense for my progress. She was most tender and affectionate by nature, and the impressive and solemn tone of her clear and silvery voice, added to all she said, an accent of strength, impressiveness and love, which still resounds in my ears after six years, that voice, alas! been mute.—*Travels in the East.*

### KIND WORDS DO NOT COST MUCH.

They never blister the tongue or lips. And we have never heard of any mental trouble arising from this quarter. Though they do not cost much, yet they accomplish much :

1. They help one's own good nature and good will. Soft words soften our own soul. Angry words are fuel to the flame of wrath, and make it blaze the more fiercely.

2. Kind words make other people good natured. Cold words freeze people, but hot words scorch them, and sarcastic words irritate them, and bitter words make them bitter, and wrathful words make them wrathful.

There is such a rush of all other kind of words in our days that it seems desirable to give kind words a chance among them. There are vain words, and idle words, and hasty words, and spiteful words, and silly words, and empty words, and profane words, and boisterous words, and warlike words.

Kind words produce their own image on men's souls. And a beautiful image it is. They soothe and quiet and comfort the hearer. They shame him out of his sour, morose, unkind feelings. We have not yet begun to use kind words in such abundance as they ought to be used.

### THE MOTHER.

Scarcely a day passes that we do not hear of the loveliness of women ; the affection of a sister, or the devotedness of a wife ; and it is remembrance of such things that cheers and comforts the dearest hour of life—yet a mother's love far exceeds them in strength, in disinterestedness and purity. The child of her bosom may have forsaken her and left her—he may have disregarded all her instructions and warning,—he may have become an outcast from society, and none may care for or notice him, yet his mother changes not, nor is her love weakened, and for him her prayers will ascend ! Sickness may weary other friends—misfortune drive away familiar acquaintances, and poverty leave none to lean upon ; yet they will not affect a mother's love, but only call into exercise, in a still greater degree, her tenderness and affection. The mother has duties to perform which are weighty and responsible—the lisping infant must be taught how to live—the thoughtless child must be instructed in wisdom's ways—the tempted boy be advised and warned—the dangers and difficulties of life must be pointed out, and lessons of virtue must be impressed on the mind. Her words, acts, faults, frailties and temper are all noticed by those that surround her, and impressions in the nursery exert a more powerful influence in forming the character than do any other after instruction. If passions are unrestrained—if truth is not adhered to—if consistency is not

seen—if there be a want of affection or a murmuring of the dispensations of Providence, the youthful mind will receive the impression, and subsequent life will develop it; but if all is purity, sincerity, truth, contentment and love, then will the result be a blessing, and many will rejoice in the example and influence of the pious mother.—*Ibid.*

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### CHILDREN SHOULD BE TAUGHT TO THINK FOR THEMSELVES.

The moral cultivation of children belongs mainly to parents, at home; and is achieved more by example than by precept. The boy whose father abhors a lie, seldom becomes a liar. Children are imitative beings; and as imitation soon becomes habit, parents cannot be too careful what examples for imitation they set. We do not pretend to lay down rules for moral training; a sufficiency of them for every practical purpose will be found between the covers of that ancient and much neglected book, the Bible, and it is for parents to make the application clear to their children. We would have the young taught to think for themselves and assisted to think justly, and to do this, the parent must himself think justly.

To think for themselves! And how they are to be taught to think for themselves? In various ways, and if we may be allowed to recommend any branch of education particularly, by the study of the exact sciences; at least to some extent. It is true that every boy is not qualified by nature to become a great mathematician, but almost every one is capable of being taught that twice two are four, and we would cultivate whatever mathematical talent a pupil has, were it ever so little. And why, we may be asked, should he study algebra and geometry, if he is to be a farmer or a shopkeeper? For this reason: it will teach him to think, to weigh every thing, to take nothing for granted without sufficient reason, to examine whatever is doubtful or suspicious, to detect error, and very often to arrive at truth. It will make him in a measure independent of the opinions of others; for he who thinks much and deeply is of healthy mind, competent to form opinions of his own. The elements of Euclid is an easy and delightful book, which it does not require any extraordinary capacity or much time to master; but we will venture to affirm that the few days or weeks spent upon it will give the student a habit of thinking and close reasoning that will never depart from him, and that will be of inestimable advantage to him through life.—*Miss C. E. Beecher.*

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### GOOD MANNERS.

We know a young man, slow, sullen, heavy-browed and ungracious, who whenever you speak to him, answers as if it were an effort to be even decently civil; and who, moreover, seems to be quite content, and even proud, of his incivility. And we lean to the charitable side so far as to think this is nothing more than a bad habit of his, which has insensibly fastened upon him; and that he goes through the world—a world of mutual dependance—little aware of the fact, that so small a thing as his manners is constantly producing impressions, and fast forming a reputation, such as ten years hence he may regret as the greatest blunders of his life.

Would it not be well for every young man to remember the truthful anecdote of the rich Quaker banker, when asked the secret of his success in life, answered "Civility, friend—civility!" How much does it cost a man, either old or young, to be truly civil in the intercourse of society? Rather, how much does it cost a young man to form his habits, which, if formed, will sit upon him easily, gracefully, and profitably, so long as he lives? Far more often depends on this little, than any other single adventitious circumstances by which men rise and fall. We may look around us, at any time, and see men high in place and power, who have not attained that elevation by force or individual character or great knowledge, but simply from the fact that the trifling graces of life have not been dispised. It is not a dancing master's grace that is now referred to, but that benevolence of manner that recognizes in little things the rights of others, and fully acknowledges such rights. The thousand ways in which this little courtesy does good, need hardly be mentioned. It may be said, however, that a courteous manner has a reflective influence on the benevolent feelings. It is a source of gratification to the man who practices it. If it sits naturally upon a man, it is a passport to any place and any circle. It has smoothed many a rough path for men first starting in business, and has been one of the things that has often crowned efforts with success. The man of experience, looking on an ungracious manner in a young person just started into the world with nothing he can depend on but himself, is not angered, but rather pained, by what he sees knowing, as he does, that the want of that little something to please as we go along, will cause many a rough jog in the road, which, otherwise, might be as smooth as a summer stream. Wear a hinge in your neck young man, and keep it well oiled.

### TEACH YOUR PUPILS THE LAWS OF HEALTH.

Teach all your pupils the *laws of health*, and present them as the *laws of God*, which they commit sin in violating, and then *set them an example of strict obedience to them* yourselves. And do not teach *empirically* and *ex-cathedra*, but show them the philosophy of the matter, *why* it is thus and so, and *how* is it, that penalties must follow disobedience to these laws; and enforce obedience to them by every method you can command. *Make* them understand how fresh air purifies the blood and invigorates the nerves, and see that the schoolroom is ventilated abundantly. Enquire, too, respecting their lodging-rooms, and advise them how to secure *their* proper ventilation, and ascertain whether they do it. Teach them what kinds of food and drinks are unhealthful, and *why* they are so. Teach them the evils of eating too much, eating too often, of eating too fast, and of taking food and drink too warm. Teach them the baneful operation of alcoholic and narcotic drinks. Teach them the offices of the skin, and the necessity of frequent ablutions, for preserving health. Teach them the necessity of warm clothing, and of guarding the eyes from excessive light, and when weak, the evil of using them before breakfast, or by candle light. Teach them the danger of excessive mental excitement, either by intellectual effort or protracted care and anxiety, and the indispensable preservative sought in *muscular exercises in the open air*. And on this last topic, beware yourselves of the rocks.—Miss C. E. Beecher.



## MISCELLANEOUS.

*Importance of the Insignificant.*—It is one of the most marvellous arrangements of Providence that results of the greatest magnitude and importance are not unusually caused by operations apparently so insignificant as to be reckoned scarcely worthy of notice. Nothing, however, is really insignificant—all has a meaning—all tends to one harmonious whole in the order of creation. Some beautiful illustrations of this proposition are to be found in the animal kingdom, particularly in the immense and wonderful influence of minute animated organisms upon the actual form and mass of the globe! The chalk formation fills every reflective mind with wonder. The chalk-beds of England are many hundred feet thick, and many miles in extent. Who raised this wall of white around our coast? Who piled up those precipitous masses, from which all the labour and skill of man can only detach a few comparatively insignificant morsels? "We did!" utter a myriad-million animalcules, whose dead bodies we thus behold. It is beyond conception—but the microscope assures us of the fact. These vast bodies are composed of the shells of infusory animalcules. A "line" is the 12th of an inch. Now these creatures vary from the 12th to the 289th part of a line in thickness! It has been calculated that ten millions of their dead bodies lie in a cubic inch! "Singly," says a popular writer, "they are the most unimportant of all animals; in the mass, forming as they do such enormous strata over a large part of the earth's surface, they have an importance greatly exceeding that of the largest and noblest of the beasts of the field." Theirs is a safe humility; for while the greater creatures have many of them become extinct, and left no posterity, the descendants of these ancient earth-architects live and thrive to this very hour.

*Importance of Physical Education.*—The influence of the physical frame upon the intellect, morals, and happiness of a human being, is now universally admitted. Perhaps the extent of the subject is examined.

The train of thought and feeling is perpetually affected by the occurrence of sensations arising from the state of our internal organs. The connexion of high mental excitement with the physical system is obvious enough, when the latter is under the influence of stimulants, as wine or opium; but other mental states—depression of spirits, irritability of temper, indolence, and the craving for sensual gratification, are, it is probable, no less intimately connected with the condition of the body. The selfish, exacting habits which so often attend ill health, and the mean artifices to which feebleness of body leads, are not, indeed, necessary results; but the physical weakness produces the moral evil, and no moral treatment can be successful which overlooks physical causes. Without reference to its moral effects, bodily pain forms a large proportion of the amount of human misery. It is, therefore, of the highest importance that a child should grow up sound and healthful in body, and with the utmost degree of muscular strength that education can communicate.

A Nation has two natural sources of wealth, one the *soil* of the nation, the other the *mind* of the nation. So long as these remain uncultivated they add little or nothing to its wealth or power. Agriculture makes the one productive; Education the other. Brought under cultivation the *soil* brings forth wheat and corn, and good grass; while the weeds and briars, and poisonous plants are all rooted out: *so* mind brought under cultivation brings forth skill and learning, and sound knowledge and good principles; while ignorance and prejudice, and bad passions, and evil habits, which are the weeds and briars and poisonous plants of the mind, are rooted out and destroyed.

Whatever parent gives his children good instruction, and sets them at the same time a bad example, may be considered as bringing them food in one hand and poison in the other.—*Balguy.*

## EDITORIAL DEPARTMENT.

### THE SERIES OF NATIONAL READERS.

The course of reading and study provided for pupils of Common Schools in the *Five National Readers* may be seen by carefully examining the Contents of those Readers in the first article of this number of the *Journal of Education*. The contents of these admirable books give only a faint idea of their excellence; but they will enable those who are not acquainted with them to judge of the progressive principle on which they are constructed, the vast range of interesting and useful subjects which they embrace, and the Christian spirit which pervades them. Beginning with the forms and various sounds of the letters, and one syllable dialogues and little narratives so congenial to the taste and powers of the infant mind, they proceed through the simple elements of the essential branches of useful knowledge, until in the *fourth* and *fifth* books, the most important subjects of *Physical Geography and Geology, of Jewish History and Political Economy, of General History and Chronology, of Vegetable and Animal Physiology, of Natural Philosophy*, including elementary *Mechanics, Astronomy, Hydrostatics, Pneumatics, Optics, Electricity, and Chemistry*, are treated in a manner both attractive and scientific, and adapted to the intercourse and pursuits of common life—the whole series being interspersed with miscellaneous and poetic selections calculated to please the imagination, to gratify and improve the taste, and to elevate and strengthen the moral feelings. The *Scripture Biography, and Natural History, and Lessons on Money Matters, the Geographical and Descriptive Outlines, and Manufactures of the Third Book*, are happily introductory to the Natural History of the *Mineral, Vegetable and Animal Kingdoms*, the more comprehensive *Descriptive Geography, the History of the Hebrew Nation, and Political Economy of the Fourth Book*, and these again prepare the way for the more extensive development of the same and kindred subjects in the *Fifth Book*. Apart from the adaptation of these books to schools, they would form a suitable commencement of a *family library*; and the perusal of them could not fail to impart pleasure and profit to all the reading members of a family. It is the great object of the Lectures and instruction in the Normal School,—besides teaching the *art* of reading and writing, and book-keeping, the science of Arithmetic, Algebra, and Geometry—to make the students practically acquainted with the *subjects* of the *Five Readers*, and to enable them to explain and illustrate those subjects to the pupils of Common Schools, so that such pupils, at the same time that they are learning to read, may acquire an amount of various and useful knowledge which will fit them to enter upon the active business of life. How different is such a series of books, systematically and properly arranged, from the common hodge-podge miscellanies which pass under the name of School Readers; and how much will be saved both in money and improvement, by the use of such a series! The value of these books is also greatly increased by the *exercises in spelling* which are connected with the lessons throughout the first three Books, and by the *Prefixes, Affixes and Principal Latin and Greek Roots* inserted at the end of the *Fourth Reader*, together with the directions in the Preface of the same Book for teaching and learning them. By the last annual local School reports it appears that these valuable Readers have already been introduced into upwards of 1300 out of the 2700 Common Schools reported in Upper Canada.

The enterprising Firm of BREWER, McPHAIL & Co., Toronto, have reprinted in good style, and at a low price, the whole series of these Readers. Their excellent *stereotype* reprint is from the original edition which has been adopted and recommended by the Board of Education. The *fifth* Reader was never before reprinted in Canada. It has just issued from the Press, and, like all its predecessors, is a *fac-simile* of the original Dublin Edition, with its useful diagrams, illustrative of various subjects of *Natural History and Natural Philosophy*.

**"VALUE OF KNOWLEDGE."**—The article under this head commencing on page 325, and extracted from a speech recently delivered in the American Congress, is replete with the characteristic eloquence of the HON. HORACE MANN, brilliantly exhibiting the incompatibility of slavery with civilization, and vividly portraying the progress of Education in the New England States. Would the leading men of Upper Canada take the same interest in the general and efficient education of the people, as is manifested on the part of the men of New England in the cases referred to by Mr. MANN, what a transformation would soon be effected in the intellectual aspect and social condition of our country! It requires something more than School Laws and School Funds to educate a people; the deep convictions and decided co-operation of the wealth and intelligence of the country are essential to accomplish that great work. To elevate a country, the principal inhabitants must identify themselves with it. The HON. CHIEF JUSTICE ROBINSON is setting an example which is well worthy of the attention and imitation of the leading men of Upper Canada in respect to the Common School Education of the People. It was forcibly observed by His Excellency the GOVERNOR GENERAL, while recently furnishing a most gratifying illustration of the remarks which we have made, in attending a meeting of the *Mercantile Library Association of Montreal*,—**"BE IT REMEMBERED ALWAYS, THAT JUST IN PROPORTION AS YOU ASCEND IN THE SOCIAL SCALE, YOUR RESPONSIBILITIES TO YOURSELVES AND SOCIETY INCREASE."**

**BLANK SCHOOL TRUSTEES' REPORTS** for the year 1848, for all the Trustees in Upper Canada, have been forwarded to the Superintendents of Common Schools in the several Districts. District Superintendents should be particular in seeing that the Trustees of each Section in their respective jurisdictions are *early* supplied with a copy; and it is to be hoped that Trusters will in all cases make their reports in the early part of January, so that a General Provincial Report for the current year may be made to the Legislature before the close of the ensuing Session.—District Superintendents' Blank School Reports for the current year, ruled and prepared in every respect for filling up, have also been forwarded to the several District Superintendents of Common Schools.

The short account of the *State of Michigan School System*, given in a former part of this number, will repay a perusal. It is essentially *free* in regard both to Common School, and University Education, and may well prompt the much older Province of Upper Canada to more general and adequate attention to this vital interest of a free and prosperous people.

### THE LAW AND REGULATIONS FOR TRUSTEES AND TEACHERS OF COMMON SCHOOLS.

Desirous of including in the first volume of this journal not only the exposition and elucidation of the principal topics of Elementary Education, but the *general* provisions of the School Law and the forms and regulations necessary to carry them into operation, we insert in this number those Sections of the Common School Act which relate to the duties of *Trustees* and *Teachers*, together with the forms and regulations relating to them, and also such regulations as are of general application to the Schools. In accordance with these provisions and regulations, the Common School operations of Upper Canada will be conducted the ensuing as well as the present year. For this purpose, and to supply all School officers that need them, the GOVERNOR GENERAL in

Council has recently authorised the printing of another edition of the Sections of the School Act and the Forms and Regulations which will be found below—the District Councils and Superintendents being already supplied with a sufficient number of the copies of the Common School Act and the Regulations relating to their duties.

**THE SECTIONS OF THE SCHOOL ACT (9th Vic. Ch. xx.) RELATIVE TO THE POWERS AND DUTIES OF TRUSTEES AND TEACHERS OF COMMON SCHOOLS IN UPPER CANADA.**

XVII. And be it enacted, That whenever any School section shall be formed in any Township, it shall be the duty of the municipal authority to designate some person or persons in such section, to whom the District Superintendent shall communicate the description and number of such section, and which person or persons shall, within twenty days thereafter, prepare a notice in writing, describing such section, and appointing a time and place for the first School section meeting, and shall cause copies of such notice to be posted in at least three public places in such school section, at least six days before the time of holding such meeting.

District Superintendent may, on some person being designated by the Municipal authority, cause such person to give notice of first School section meeting.

XVIII. And be it enacted, That after such first School section meeting there shall be a like meeting held in such School section on the second Tuesday of January in each year, at the hour of twelve of the clock at noon, at such place as shall be specified by a majority of the School Trustees in such section, who shall cause notices of such Annual Meeting to be posted in at least three public places in such School section, at least six days before the time of holding such meeting.

Another such meeting to be held in January in every year—and notice thereof to be given.

XIX. And be it enacted, That at every such first School section meeting, and at every such Annual School section meeting, the Senior Justice of the Peace present, or in default of any Justice of the Peace being present, such other person as shall be appointed by a majority of the landholders and householders of such School section who shall be present at such meeting, shall preside over the proceedings of such meeting, and shall, immediately after such meeting, communicate to the District Superintendent the name or names and address of the person or persons chosen Trustee or Trustees, and the number of their School section.

Who shall preside at every School section meeting.

XX. And be it enacted, That should no such first or Annual School section meeting be held in consequence of the notice hereinbefore required not having been given, the person or persons whose duty it was to give such notice shall individually forfeit a sum not exceeding two pounds, which shall be recoverable for the School purposes of such section, by prosecution before any Justice of the Peace, who is hereby authorized, on the complaint on oath of any two inhabitants of such section, to hear and determine the same, and to convict the party, and to issue a warrant to levy the penalty by such sale and distress of the offender's goods:—And in such default of holding such meeting, any three resident freeholders shall have authority, within twenty days after the time at which such meeting should have been held, to call such meeting by giving six days' notice, to be posted in at least three public places in such School section.

Penalty against persons who shall not have given notice of first or Annual School section meeting —£2.

Trustees to be elected at first School section meeting.

And at first and subsequent Annual school meeting.

Penalty on any person refusing to serve as Trustee—£5.

Vacancies—how filled.

No Trustee to be re-elected without his consent for four years.

Trustees to be a Corporation.

"The School Trustees of Section number ----- in the Township, (Town, or City,) of ----- in the -----

Common Seal.

Corporate powers.

Corporation not to cease in certain cases.

Duties of Trustees.

XXI. And be it enacted, That at the first School section meeting which shall be held in a newly formed section, the landholders and householders thereat shall elect three Trustees, who shall continue in office until the next ensuing Annual School meeting of such section.

XXII. And be it enacted, That at the first Annual School meeting held in any School section after the passing of this Act, the persons qualified to vote thereat shall elect, by a majority of votes, three Trustees, who shall be numbered one, two, three, (the order to be determined by lot;) the first of whom shall continue in office one year, the second two years, the third three years; at the end of which periods they shall respectively be replaced by others; and that at each succeeding Annual School meeting of such section, the persons present qualified to vote shall elect one Trustee, who shall continue in office three years, and until a successor is elected; provided that any Trustee, if willing, may be re-elected.

XXIII. And be it enacted, That if any person chosen as a Trustee shall refuse to serve, he shall forfeit a sum not exceeding five pounds, which sum shall be collected and applied in the same manner as other fines imposed by this Act; and if one or more vacancies shall occur among the Trustees, by reason of refusal to serve, permanent absence from the School section, death, or incapacity from sickness, such vacancy or vacancies shall be filled up by the electors of such School section at a meeting to be called for that purpose by the surviving Trustee or Trustees; and in case of there being no surviving Trustee, the District Council of the District shall fill up the vacancies, and the person or persons who shall be appointed to fill up a vacancy or vacancies shall continue in office during the period for which the person or persons whom he or they shall succeed would have been required to serve.

XXIV. And be it enacted, That no School Trustee shall be re-elected except by his own consent during the four years next after his going out of office.

XXV. And be it enacted, That the School Trustees in each School section, shall be a Corporation, under the name of

"The School Trustees of Section number ----- in the Township, (Town, or City,) of ----- in the -----

"District,"—and shall have perpetual succession, and a Common Seal, and may sue and be sued, and shall generally have the same powers which any other body politic or corporate has with regard to the purposes for which it is constituted; but they shall not at any time hold real property.

XXVI. And be it enacted, That no such Corporation shall cease by reason of the want of School Trustees, but in such case the powers of the Corporation as regards the possession of any personal property shall become vested in the District Superintendent, in trust, until it shall be otherwise provided by law, and the School House, lands, or other real property, belonging to the Common School or Common Schools, in any section under any law or by any title whatsoever, is hereby vested in the District Council for the several Common Schools and in trust for such Schools respectively.

XXVII. And be it enacted, That it shall be the duty of the Trustees of each School section:—

*First,* To appoint one of themselves Secretary-Treasurer, whose shall keep a Minute of their proceedings in a book kept for that purpose,—shall receive the moneys collected by rate bill or subscription from the inhabitants of the School section,—and shall be responsible for such moneys to his colleagues, and shall pay them to the Teacher, after defraying the expense of collection, in such manner as may be directed by the majority of the Trustees.

To appoint a Secretary-Treasurer:

His duties.

*Secondly,* To appoint a Collector, if they shall think it expedient, to collect the sums which they have imposed upon the inhabitants of their School section, or which the said inhabitants may have subscribed, and to pay such Collector not to exceed at the rate of five per cent. for his trouble in collecting; and every Collector shall give such security as may be satisfactory to the Trustees, and shall have the same power in collecting the School rate, or subscription, and proceed in the same manner and be subject to the same liabilities in the discharge of his duty as is or may be by law provided in respect of Collectors of the District rates and assessments.

And a Collector:

His duties.

*Thirdly,* To take possession of all Common School property which may have been acquired or given for Common School purposes in such section, and to acquire and hold for the Corporation by any title whatsoever, all personal property, moneys, or income for Common School purposes, until the power hereby given shall be taken away or modified by law, and to apply the same according to the terms of acquiring or receiving them.

To take and hold property for Common School purposes.

*Fourthly,* To do whatever may be expedient with regard to building, repairing, renting, renewing, warming, or keeping in order the School House and its appendages, lands, fences, and moveable property which shall be held by them: Provided that no rate shall be levied for the building of a School House in any School section otherwise than under a By-Law of the District Council, but such By-Law may be made by the District Council at any meeting thereof, and the rate may be forthwith placed on the Collector's Rolls by the Clerk of the Peace and collected by the Collector; any thing in any Act passed during the present Session, or any previous time, and limiting the period at which By-Laws, imposing taxes, are to be passed in any year, to the contrary notwithstanding.\*

To build, repair, &c., School Houses, &c.

Proviso.

*Fifthly,* To cause in their discretion to be levied by rate bill, in the manner hereinafter provided by this Act, or by voluntary subscriptions, any additional sum that may be necessary to pay the salary of the Teacher and the incidental expenses of the School, such as repairing, furnishing, and keeping the School House in order, and in case there be no School House, providing a suitable place for the School, providing fuel in a state fit for use in the School House selected, and all things necessary

To levy by rate-bill a certain additional sum.

\* A District Council has authority also to provide for the entire support of any Common School within its jurisdiction by assessment, according to the following Section of the 10th and 11th Vic. chap. 19:—

"And be it enacted, 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 authorized by law to impose, as such 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 contained in any law or statute to the contrary notwithstanding."

Declaration required before they shall receive School moneys.

for the comfort of the pupils ; and before such Trustees, or any one on their behalf, shall be entitled to receive from the District Superintendent their share of the Common School Fund, they shall furnish him with a Declaration from the Secretary-Treasurer, that he has actually, and *bonâ fide* received and has in his possession

for the payment of the Teacher, or has paid such Teacher a sum sufficient with such allowance from the Common School fund for the purposes aforesaid.

To fix Rate-bill per quarter, &c.

*Sixthly*, To prepare and determine a rate bill quarterly, containing the name of every person liable to pay for the instruction of children sent by him to such Schools, and the amount for which he is liable, and by themselves, or any one of them, or by their Collector, to collect from every person named in such rate bill the amount therein charged against him, and in case they employ a Collector, five *per centum* on such amount for the cost of collection, and to pay the amount so collected to the Teacher or Teachers entitled to receive the same : Provided that every person sending a child or children to any Common School shall be rated for a period of not less than two-thirds of the current quarter.

To exempt indigent persons from payment of Rate-bill.

*Seventhly*, To exempt wholly or in part from the payment of the rate bill such indigent persons within their School section as they shall think proper ; and in default of payment by any person rated, to levy the amount by distress and sale of goods and chattels of the person or persons making default ; and in case such person or persons reside without the School

section, and have no goods or chattels within it at the time of making such collection, to sue and recover by their name of office, the amount from such person or persons ; and for the collection of such rate, the Collector appointed by the Trustees shall have, within their School section, the same powers as the Collector of any District rates.

To ascertain number of children in School section.

*Eighthly*, To ascertain the number of children residing in their School section over the age of five and under sixteen years, and to allow them, without exception, to attend the Common School, so long as their conduct shall be agreeable to the rules of such School.

To engage Teachers.

*Ninthly*, To appoint and engage, from time to time, a Teacher duly qualified to teach in the School under their control, according to the provisions of this Act ; and to give such Teacher the necessary orders upon the District Superintendent for the portion of the School Fund, to which their School section may be entitled.

To select books.

*Tenthly*, To select from a list of books, made out by the Board of Education, under the sanction of the Governor in Council, as hereinbefore provided, the books which shall be used in the School.

To make a report to District Superintendent.

*Eleventhly*, To see that the School is conducted according to the regulations herein provided for ; and to prepare and transmit annually on or before the second Tuesday of January, a Report to the District Superintendent, which Report shall be signed by a majority of the Trustees, and made according to a form which shall be provided by the Superintendent of Schools, and shall specify :

What such Report shall show.

*1st*, The whole time the School has been kept by a qualified Teacher or Teachers in their section during the year ending the thirty-first day of the previous December, the day before that on which the Report shall be dated, except when the year commences on a Sunday, in which case the Report shall be dated on the second day of January in the year in which it shall be transmitted.

*2ndly*, The amount of monies received from the District Superintendent, and the amount of monies received from other sources, distinguishing the same ; and the manner in which all such monies have been expended.

*3rdly*, The number of children taught in the section School during the year, and the number of children residing in the section, over the age of five years and under the age of sixteen.

*4thly*, The branches taught in the School ; the number of pupils in each and the text books used.

**XXVIII.** And be it enacted, That it shall be the duty every Teacher of a Common School :

*First*, To teach diligently and faithfully, all the branches required to be taught in the School, according to the terms of his engagement with the Trustees, and according to the provisions of this Act.

*Secondly*, To keep the daily, weekly, and quarterly registers of the School, and to maintain proper order and discipline therein, according to the regulations and forms which shall be prepared by the Superintendent of Schools.

*Thirdly*, To have, at the end of each quarter, a public examination of his School, of which he shall give notice, through the children, to their parents, and shall also give due notice to the Trustees and any School Visitors who may reside in or adjacent to such School Section.

*Fourthly*, To act as the Secretary of the Trustees, if they shall require it, in preparing their Annual Report : Provided always, that he is a Teacher in such School at the time of preparing such Report as is required by this Act : Provided likewise, that the District Superintendent shall have authority to withhold from any School section the remainder of the share of the Common School Fund which has been apportioned to such section, and which shall be in his hands on the first day of December of each year, until he receives from the Trustees of such Section their Annual Report, required by law for such year.

## FORMS FOR TRUSTEES, AND FOR THE CALLING OF SCHOOL SECTION MEETINGS, &c.

IN CONFORMITY WITH THE COMMON SCHOOL ACT, 9<sup>o</sup> VIC. CAP. XX, SECTIONS 18-27.

### SECTION 1. Form of Notice of a first School Section Meeting.

#### SCHOOL NOTICE.

The undersigned has the honour to inform the Landholders and Householders concerned, that the Municipal Council of this District has formed a part of this Township into a School Section, to be designated School Section, No. —, and to be limited and known as follows :—[Here insert the description of the Section.]

The undersigned having been authorised and required by the Municipal Council to appoint the time and place of holding the *first* meeting, for the election of Trustees for the School Section above described, hereby notifies the Landholders and Householders of said School Section, that a Public Meeting will be held at — on — day, the — of —, at the hour of 12 o'clock noon, for the purpose of electing three fit and proper persons as School Trustees of the said Section, as required by the School Act, 9<sup>o</sup> Vic. cap. xx, sec. 19.

Given under my hand, this — day of —, 18—. [Name.]



**REMARKS.** Should the person authorised and appointed by the Municipal Council to call the first School Section Meeting refuse or neglect to do so, he subjects himself to a penalty of Two Pounds, recoverable for the purposes of such School Section; and, then, any three resident Freeholders are authorised, within twenty days, on giving six days' notice, to call a meeting for the election of Trustees. The form of their notice—to be posted in, at least, three public places in the School Section concerned, and, at least, six days before the time of holding such meeting—should be as follows:—

SCHOOL NOTICE.

In conformity with the 20th section of the Common School Act, 9<sup>o</sup> Vic., cap. xx, the undersigned, resident Freeholders of School Section, No. —, in the Township of —, hereby give notice to the Landholders and Household-ers of said School Section, that a Public Meeting will be held at —, on —day, the — of —, at the hour of 12 o'clock, noon, for the purpose of electing School Trustees for the said Section.

Dated this — day of — 18—.

A. B.,  
C. D.,  
E. F.,

} Resident  
Freeholders.

\*\*\*\*\*

**SECTION 2.** *Form of Notice to be given by the Chairman of a School Section Meeting to the District Superintendent of Common Schools, of the election of one or more persons as Trustee or Trustees.*

—, —, 18—.

SIR,—In conformity with the Common School Act, 9<sup>o</sup> Vic., sect. 19, I have the honor to inform you, that, at a meeting of the Landholders and Household-ers of School Section, No. —, in the Township of —, held according to law, on the — day of —, [*here insert the name or names and address of the person or persons elected*] — chosen School Trustee of said Section.

I have the honor to be, SIR,

Your obedient Servant,

The Superintendent of Common Schools  
in the — District.

D. E.,  
Chairman.

\*\*\*\*\*

**SECTION 3.** *Form of a Notice of an ordinary Annual School Section Meeting, pursuant to the 22nd section of the School Act.*

SCHOOL NOTICE.

The undersigned Trustees of School Section, No. —, in the Township of —, hereby give notice to the Landholders and Household-ers of said School Section, that a Public Meeting will be held at —, on the second Tuesday in January, 18—, at the hour of Twelve of the clock, noon, for the purpose of electing a fit and proper person as a School Trustee for said Section.

Dated this — day of —, 18—.

A. B.,  
C. D.,  
E. F.,

} Trustees of  
School Section,  
No. —.

**REMARKS.** The above notice should be signed by a majority of the existing or surviving Trustees, and posted in, at least, three public places of the School Section, at least six days before the holding of the meeting. The manner of proceeding at the Annual Meeting is prescribed in the 19th and 21st sections of the Act.

Should the Trustees neglect to give the prescribed notice of the Annual Section Meeting, they forfeit, each, the sum of Two Pounds, recoverable for the purposes of the School Section, and then any three resident Freeholders of the School Section are authorised, within twenty days, on giving six days' notice, to call such meeting. Their form of notice should be as follows:

\*\*\*\*\*

**Sec. 4.** *Form of Notices of a School Section Meeting to be given by 3 Resident Freeholders.*

SCHOOL NOTICE.

The Trustees of School Section, No. —, in the Township of —, having neglected to give notice of the Annual School Section Meeting, as

prescribed by the 18th section of the Common School Act, the undersigned Freeholders, in conformity with the 20th section of the said Act, hereby give notice to the Landholders and Householders of the said School Section, that a Public Meeting will be held at \_\_\_\_\_, on \_\_\_\_\_, the \_\_\_\_\_ day of \_\_\_\_\_, for the purpose of electing a fit and proper person as Trustee, as directed by law.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 18—.

A. B., } Resident Freeholders,  
C. D., } School Section,  
E. F., } No. —.

REMARK. The mode of proceeding, at a School Meeting thus called, is prescribed in the 19th and 31st sections of the Act.

SECTION 5. *Form of Notice of a School Meeting, to fill up a vacancy created by the death, permanent absence, incapacity from sickness, or refusal to serve, on the part of a Trustee.*

SCHOOL NOTICE.

Notice is hereby given to the Landholders and Householders of School Section, No. —, in the Township of \_\_\_\_\_, that a Public Meeting will be held at \_\_\_\_\_, on the \_\_\_\_\_ day of \_\_\_\_\_, at the hour of Twelve of the clock, noon, for the purpose of electing a fit and proper person as School Trustee, in the place of \_\_\_\_\_, [*deceased, removed, incapacitated from sickness, absent, or who has refused to serve, as the case may be.*]

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 18—

A. B., } Surviving Trustees, or Trustee,  
C. D., } (as the case may be)

REMARK. A Trustee who refuses to serve, forfeits a sum not exceeding Five Pounds, recoverable for the purposes of the School Section; but a Trustee cannot be re-elected without his own consent. The mode of proceeding at a meeting thus called, is prescribed in the 19th and 21st sections of the Act.

SECTION 6. *Form of Agreement between Trustees and Teacher.*

WE, the undersigned, Trustees of School Section, No. —, in the Township of \_\_\_\_\_, in the \_\_\_\_\_ District, in virtue of the authority vested in us by the School Act, 9<sup>o</sup> Vic., cap. xx, sec. 27, have chosen [*here insert the Teacher's name*] who holds a certificate of qualification, to be a Teacher in said School Section; and WE do hereby contract with and employ him, at the rate of [*here insert the name in words, in currency,*] per annum, from and after the day hereof; and WE further bind and oblige ourselves, and our successors in office, faithfully to employ the powers with which we are legally invested by the said section of said Act, to collect and pay the said Teacher, during the continuance of this agreement, the sum for which we hereby become bound—the said sum to be paid to the said Teacher in quarterly instalments; —and the said Teacher hereby contracts and binds himself to teach and conduct the School, in said School Section, according to the regulations provided for by the said School Act. This agreement to continue [*here insert the period of agreement*] from the date hereof.

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 18—.

(Witness)

O. K.

A. B., } Trustees.  
C. D., }  
E. F., }  
G. H., } Teacher.

REMARKS. This agreement should be signed by, at least, *two* of the Trustees, and the Teacher, and should be entered in the Trustees's book, and a copy of it given to the Teacher. The Trustees being a Corporation, their agreement with their Teacher is binding on their Successors in office; and should they not fulfil their agreement, they are personally liable, unless, in case of action, they can prove that they have faithfully employed all their legal powers to collect the sum for which they may have bound themselves. And, on the other hand, the Teacher is equally bound to faithfulness in the performance of his duties according to law.

**SECTION 7. Form of Warrant for the Collection of School Fees.**

WE, the undersigned, Trustees of School Section, No —, in the Township of — in the — District, by virtue of the authority vested in us by the Act, 9<sup>o</sup> Vic., cap. xx, sec. 27, hereby authorise and require you [*here insert the name and residence of the person appointed to collect the Rate Bill,*] after ten days from the date thereof, to collect from the several individuals in the annexed Rate Bill, for the quarter therein mentioned, the sum of money opposite their respective names, and to pay, within thirty days from the date thereof, the amount so collected, after retaining your own fees, to the Secretary-Treasurer, whose discharge shall be your acquittance for the sum so paid. And in default of payment on demand by any person so rated, you are hereby authorised and required to levy the amount by distress and sale of goods and chattels of the person or persons making default.

Given under our hands this ——— A. B., }  
 day of ———, 18— C. D., } Trustees.  
 E. F., }

*Form of Rate Bill, as authorised by the second, fifth, and sixth clauses of the 27th section of the Act—to be annexed to the foregoing Warrant.*

**RATE BILL of Persons liable for School Fees, in School Section, No. —, in the Township of —, for the Quarter commencing the — day of —, and ending the — day of —, 18—.**

NAMES of PARENTS or GUARDIANS.	Number of Children in School.	Amount of Rate Bill per quarter for Tuition.			Amount Rate Bill per quarter for Fuel, Rent, &c.			Amount of Collector's Fees; five per cent.			Total amount of Rate Bill for the Quarter.		
		£.	s.	D.	£.	s.	D.	£.	s.	D.	£.	s.	D.

Given under our hands, this ——— A. B., }  
 day of ———, 18— C. C., } Trustees.  
 E. F., }

**SECTION 8. Form of Receipt to be given by the Collector, on receiving the amount named in the Rate Bill.**

RECEIVED from [*here insert the person's name,*] the sum of [*here write the sum in words,*] being the amount of his [*or her*] Rate Bill, for the Quarter ending on the — day of — 18—.

Dated this — day of —, 18—. A. B., Collector.

**EXPLANATORY REMARKS on the Imposition and Collection of Rate Bills, &c.—**  
 1. The Collector should take a Receipt from the Secretary-Treasurer, for all moneys paid him. The Secretary-Treasurer should also take a Receipt from the Teacher for all moneys paid him. The taking and giving receipts for money paid and received will prevent errors and misunderstandings.

2. The Trustees can raise the School fees by voluntary subscriptions, if they please. They can also appoint the School Teacher to act as Collector, if he chooses to accept of the appointment, and give the required security. The Trustees can also impose any Rate Bill, which they may think necessary for renting, and repairing and furnishing a School-house. The Trustees can also petition their District Council to assess the inhabitants of their Section for the whole amount of their Teacher's salary.

3. As the School Accounts of each year must be kept separate by the Superintendents of Schools, so must the Rate Bills. They should therefore be dated on the first day of January, April, July, and October, when these months do not begin on the Sabbath, in which case the Rate Bill and Warrants should be dated on the second of the above-mentioned months. The Rate Bills and the Warrants can be made out for one or more Quarters of a year, at the same time, as the Trustees may think most convenient.

4. Those Parents and Guardians who pay the Rate Bills to the Secretary-Treasurer, or Collector, *within ten days* from the date of such Rate Bill, and without being called upon for it, will be exempt from paying the Collector's Fees.

5. The Collector, by virtue of the Warrant from the Trustees, can enforce payment of the Rate Bill by distress and the sale of goods, from any person who resides, or has goods and chattles within the limits of the School Section. For the mode of proceeding in case of persons rated, who may not at the time of collecting the Rate Bill reside or have goods and chattels within the limits of the School Section, see *seventh* division of the 27th Section of the Act.

6. The Trustees should make the apportionment for Fuel *in money*, as one item in the Rate Bill, and then exercise their own discretion as to whether the item for fuel should be paid in money or wood—fixing the price per cord, to be allowed for the wood, describing the kind of wood, and the manner in which it should be prepared for the School. In case any person should fail to pay the amount of his wood-bill, in the manner and at the time prescribed by the Trustees, the payment should, of course, be enforced in the same manner as that of the School Teacher's wages, and the amount, thus collected, paid for the purchase of wood.

SECTION 9. *Form of Trustees' Order upon the District Superintendent.*

To the Superintendent of Common Schools for the — District.

PAY to [*here insert the Teacher's name*] or Order, out of the School Fund apportioned to School Section, No.—, in the [*Township, Town, or City*] the sum of [*here write the sum in words*]*—*the proportion now due of said Teacher's salary for the year, to be raised by Rate Bill, having been duly collected and being at his disposal, according to the fifth clause of the 27th section of the Common School Act.

Dated this — day of —, 18—.

A. B., }  
C. D., } *Trustees.*  
E. F., }

EXPLANATORY REMARKS.—1. No part of the School Fund is allowed to be paid for any other purpose than the payment of the Teacher's salary; and the District Superintendent is not authorised to pay the School Fund moiety of a Teacher's salary to *any other* than the Teacher interested, or to some person authorised by the Teacher to receive and grant a receipt for it.

2. As the Legislative Grant is intended, not to supersede, but to *assist* and encourage local effort, it should be advanced on the order of Trustees, in harmony with the principle of its original appropriation. If, therefore, the Trustees desire to obtain from the District Superintendent one-half of the sum apportioned out of the Legislative Grant to their School Section, they must see, at the same time, that there is collected for the School Teacher one-half of the amount which they have agreed to raise by Rate Bill, whether that amount be small or large; and so in regard to any other portion of the Legislative Grant for the current year. The object of this regulation is to prevent local abuses upon the bounty of the Legislature, to secure to Teachers the punctual payment of their quarterly Rate Bills, as well as the Legislative Grant, while it will always be found better for Parents and Guardians to pay the small amounts of the quarterly Rate Bills than to suffer it to accumulate to the end of the year, to the great inconvenience of the Teacher, and sometimes to his absolute loss. The most convenient way of paying the *quarterly* Rate Bill is, for each Parent or Guardian to send the amount for which he is rated by one of his children to the School Master, requiring his receipt for the amount. This will save such Parent or Guardian the trouble and expense of the Collector's fees, and secure punctual and timely payment to the Teacher.

SECTION 10. *Form of Deed for the Site of a Common School House, Teacher's Residence, &c.*

This Indenture, made the — of —, in the year of our Lord one thousand eight hundred and —, in pursuance of the Act to facilitate the conveyance of Real Property, **Between** — of the Township [*Town, or City*] of — in the District and Province of Canada — of the one part, and the District Council of the — District, in the Province aforesaid, of the other part —,

**Witnesseth**, that in consideration of —, of lawful money of Canada, now paid by the District Council of the — District aforesaid, to the said —, grants unto the District Council of the — District

aforesaid, their Successors and Assigns, FOR EVER, ALL ———, In trust for the use of a Common School, in and for Section number ———, in the Township [*Town or City*] of ——— in the ——— District, aforesaid, ———

THE said ——— **Covenants** with the District Council of the ——— District aforesaid, THAT he hath the right to convey the said Lands to the District Council of the ——— District, aforesaid. **And**, that the District Council of the ——— District, aforesaid, shall have quiet possession of the said Lands : **FREE FROM INCUMBRANCES.** **And**, the said ——— covenants with the District of the ——— District aforesaid, that he will execute such further assurances of the said Lands as may be requisite.

**In witness whereof**, the said parties hereto have hereunto set their hands and seals.

Signed, Sealed, and Delivered, in the presence of

A. B. [*seal.*]

C. D. [*seal.*]

E. F., }  
G. H., } Witnesses. .

**REMARK.** If the Grantor is a married man, his wife's name must be inserted in the Deed, and this clause added after the word "requisite:" And the said ———, wife of the said ———, hereby bars her dower in the said Lands.

**SECTION 12.** *Form of the Annual Report of School Trustees to the District Superintendent.*

(Blank forms of Reports for 1848 have been transmitted to the several Districts.)

**FORMS FOR TEACHERS OF COMMON SCHOOLS.**

**SECTION 1.** *Form of a Teacher's Receipt.*

1. Form of a Receipt to Parents or Guardians on the payment of their Rate Bill.

RECEIVED from [*here write the name of the pupil or person paying*] the sum of [*here write the sum in words*] currency, in payment of the Rate Bill due from [*here write the name of the person in whose behalf payment is made*] to School Section No. —, in the [*Township, Town, or City*] of ———, for the quarter ending the — day of —, 18—.

Dated this — day of —, 18—.

A. B., *Teacher.*

**REMARK.** When the payment of the Rate Bill is made by the Parent or Guardian concerned, the receipt should state it accordingly.

The payment of the Rate Bill to the Teacher, within the time which may be prescribed by the Trustees, will exempt the person thus paying it from the payment of the Collector's fees. The Teacher should, of course, apprise the Collector of all payments made to him, so that the Collector may not be at the trouble of calling upon such persons; and should the Teacher not inform the Collector of such payments within the time prescribed by the Trustees, he should be liable to pay the Collector the usual Fees for the unnecessary trouble imposed upon him by such Teacher's neglect.

2. Form of a Receipt to Trustees.

RECEIVED from the Trustees of School Section No. —, in the [*Township, Town, or City*] of ———, the sum of [*here write the sum in words*] currency, in payment of my salary in part [*or in full*] for the [*First, Second, &c.*] quarter, ending the — day of —, 18—.

A. B., *Teacher.*

3. Form of a Receipt to the District Superintendent.

RECEIVED from [*here insert the name of the Superintendent,*] Superintendent of Common Schools for the ——— District, the sum of [*here write the sum in words,*] currency, in payment of an order on him by the Trustees of

School Section, No. —, in the [*Township, Town, or City*] of —, in my favour, dated the — day of —, 18—, and paid this — day of —, 18—.  
A. B., *Teacher.*

REMARK. Or, on receiving the full amount of the order, it may be most convenient for the Teacher to write the following acknowledgment on the back of it:

“RECEIVED the within in full, this — day of —, 18—.”

A. B., *Teacher.*

SEC. 2. *Form of Teacher's Circular Notice of the Quarterly Examination of his School.*  
—, —, 18—.

SIR,—In conformity with the Common School Act, 9<sup>o</sup> Vic. cap. xx, section 27, the Quarterly Examination of the School in Section No.—, will be held on — day, the — of —, when the pupils of the School will be publicly examined in the several subjects which they have been taught during the quarter now closing. The Exercises will commence at 9 o'clock, A.M., and you are respectfully requested to attend them.

I am, Sir, your obedient Servant,

To C. D., *School Trustee, or Visitor.*

A. B., *Teacher.*

REMARKS. A copy of the above Notice ought to be sent to each of the Trustees, and to as many Visitors of the School Section as possible. Clergymen are School Visitors of any Township in the which they have a pastoral charge; all Justices of the Peace are School Visitors of the Township in which they reside; and all District Councillors are School Visitors of the Township which they represent. The Teacher should address a circular notice to those of them who reside within two or three miles of his School; he is, also, required to give notice, through his pupils, to their Parents and Guardians and to the neighbourhood, of the Examination.

## GENERAL REGULATIONS AND INSTRUCTIONS.

### SECTION 1. *Holidays and Vacations.*

1. Every alternate Saturday shall be a Holiday in each School.
2. There shall be a Vacation of eight days at Christmas, and another at Easter, in each year.
3. There shall be a Vacation of two weeks during some part of the Quarter ending on the 30th of September, at such time as the District Superintendent may direct; or, if he shall not direct any particular time, it may be at such time as shall be preferred by the Trustees and Teacher.
4. Each District Superintendent shall have authority, when he may think proper, in visiting the Schools, to give the children a Holiday for general good conduct and general attendance at School.
5. All agreements between Trustees and Teachers shall be subject to the foregoing regulations; and Teachers shall not be deprived of any part of their salaries on account of allowed Vacations and Holidays.

### SECTION 2. *Duties of Trustees.*

1. The Law invests Trustees with most important functions and duties. They alone have authority to employ Teachers; they alone provide and furnish the School House and premises; they select the books from the list provided for them; they are indeed the patrons of the School. Their duties are, therefore, of the greatest importance, and should be well understood.
2. The Trustees employ the Teacher—agree with him as to the hours of daily teaching, the period during which he teaches, and the amount of remuneration; but the *mode of teaching* is with the Teacher. On the expiration of the term of agreement, Trustees can dismiss a Teacher if they are not pleased with him; but, subordinate to the general rules and regulations provided by law, the Teacher has a right to exercise his own judgment in teaching the School, and the District Superintendent and Visitors alone have a right to advise him on this subject. The Teacher is not a mere machine, and no Trustee or Parent should attempt to reduce him to that position. His character and his interest alike prompt him to make his instructions as efficient and popular as possible. To interfere with him, and deprive him of his discretion as a Teacher, and then, as is often the case, to dismiss him for inefficiency, is to inflict on him a double wrong, and a double injury, and frequently injures the pupils themselves, and all parties

concerned. While a person is employed as a Teacher, it is essential, both to his character and success, that he, and not others, should be the Teacher of the School. It is, nevertheless, the duty of the Trustees to see that the School is conducted according to the regulations provided by law.

3. It is, therefore, important that Trustees should select a competent Teacher. *The best Teacher is always the cheapest.* He teaches most, and inculcates the best habits of learning and mental development, in a given time; and time and proper habits are worth more than money, both to pupils and their parents. Trustees who pay a teacher fairly and punctually, and treat him properly, will seldom want a good Teacher. To employ an incompetent person, because he offers his incompetent services for a small sum—though at a higher rate than a competent person—is to waste money, and mock and injure the youth of the neighbourhood. The *National Board of Education in Ireland* remark:—

“A Teacher should be a person of Christian sentiment, of calm temper, and discretion; he should be imbued with the spirit of pence, of obedience to the law, and of loyalty to his Sovereign; he should not only possess the art of communicating knowledge, but be capable of moulding the mind of youth, and of giving to the power, which education confers, a useful direction. These are the qualities for which Patrons of Schools, when making a choice of a Teacher, should anxiously look.”

4. Trustees will, also, find it the best economy to have a comfortable School House, kept comfortable and properly furnished. It is as difficult for pupils to learn, as it is for the Master to teach, in an unfurnished and comfortless School House.

5. In the selection of Books to be used in the School, the Trustees should see that but *one* series of Reading Books, *one* Arithmetic, or one for the beginners and another for the more advanced pupils, *one* Geography, &c., should be used in any *one* School, in order that the Scholars may be classified in the several branches which they are studying. Heterogeneous School Books (however good each may be in itself, like each of several odd coach wheels, render classification impossible, increase the labours and waste the time of the Teacher, and retard the progress of the pupils. Both the Teacher and Pupils labour at, perhaps, not less than a hundred per cent. disadvantage, when they are compelled to use books which are as various as the scholar's names. The series of Readers and other School Books published by the National Board of Education in Ireland, and recommended by the Canadian Board, are doubtless the best, and will be the cheapest series of Canadian School Books sold in Canada, as may be seen by referring to the list of prices in the Appendix to these Forms and Regulations.

6. For further duties of Trustees, see the *Remarks* in the several sections of Chap. III of these Forms and Regulations. The Trustees should, also, see that their School is furnished with a *Visitors' Book*, in which the remarks of Visitors may be entered.

### SECTION 3. Duties of Teachers of Common Schools.

The 23<sup>rd</sup> section of the Common School Act prescribes the general duties of Teachers, and the discipline to be maintained by them, according to the regulations and forms which shall be prepared by the Superintendent of Schools.

The following practical directions and rules for Teachers are substantially adopted from those of the National Board of Education in Ireland:—

1. To receive courteously the Visitors appointed by Law, and to afford them every facility for inspecting the Books used, and examining into the state of Schools as prescribed by law; to have the Visitors' Book open, that the Visitors may, if they choose, enter remarks in it. Such remarks as may be made, the Teacher is by no means to alter or erase, but to lay them before the District Superintendent, who is authorised to transmit copies of such of them as he may deem of sufficient importance to the Chief Superintendent of Schools.

2. To keep the Register and Class-Rolls accurately and neatly, according to the prescribed forms.

3. To classify the children according to the National Books, where they are used; to study those books themselves; and to teach according to the approved method recommended in their prefaces.

4. To observe themselves, and to impress on the minds of the pupils, the great rule of regularity and order—A TIME AND A PLACE FOR EVERY THING, AND EVERY THING IN ITS PROPER TIME AND PLACE.

5. To promote, both by precept and example, CLEANLINESS, NEATNESS, and DECENCY. To effect this, the Teacher should set an example of cleanliness and neatness in their own persons, and in the state and general appearance of their Schools. They should, also, satisfy themselves, by personal inspection every morning, that the children have had their hands and faces washed, their hair combed, and clothes cleaned, and, when necessary, mended. The School apartments, too, should be swept and dusted every evening; and whitewashed, at least, once a-year.

6. To pay the strictest attention to the morals and general conduct of their pupils, and to omit no opportunity of inculcating the principles of TRUTH and HONESTY; the duties of respect to superiors, and obedience to all persons placed in authority over them.

7. To evince a regard for the improvement and general welfare of their Pupils, to treat them with kindness combined with firmness; and to aim at governing them by their affections and reason, rather than by harshness and severity.

8. To cultivate kindly and affectionate feelings among their Pupils; to discountenance quarrelling, enmity to animals, and every approach to vice.

K B.—The classification of the children (referred to in the third rule) applies to all schools, whatever books may be used. But the National Readers, as well as other Books of the National Board in Ireland, afford peculiar facilities for doing so, as the Readers are numbered 1, 2, 3, 4, and 5, and are formed upon the *progressive principle*—that is, each lesson made

little more difficult than the preceding one, (the one rising above another, like the steps of a stairs). It will be necessary to divide each class into divisions to correspond with the progress and proficiency of the children. For instance, the first division of the first class-book will be learning the *Alphabets*; the second *Monosyllables*; and so on." The *Intellectual System of Education* is the method inculcated in the Prefaces of those excellent Books, while the Books themselves are so much superior to the common class of books, and contain so much information on subjects seldom brought within the reach of the mass of the people, that they form a sort of library themselves, and require careful and diligent study, on the part of the best Teachers, in order to teach them *intellectually* to others.

SECTION 4. *Duties of School Visitors.*

1. All Clergymen recognized by law, all Magistrates, and District Councillors are School Visitors, and their duties are clearly pointed out in the 15th and 16th sections of the Common School Act.

2. It is, however, recommended to Visitors, in no instance to speak disparagingly of the instructions or management of the Teacher in the presence of the Pupils; but if they think any advice necessary, to give it privately; and to report to the District Superintendent anything which they shall think important to the interests of any School visited by them. The Law recommends the Visitors "especially to attend the Quarterly Examinations of Schools."

3. The District Superintendents are School Visitors, by virtue of their office, and their comprehensive duties, as such, are stated with sufficient minuteness in the 4th division of the 13th section of the School Act. While each District Superintendent makes the careful inquiries and examinations required by law, and gives privately to the Teacher and Trustees such advice as he may deem expedient, and such counsel and encouragement to the Pupils, as circumstances may suggest, he will, as the Irish National Board direct each local Superintendent, "exhibit a courteous and conciliatory conduct towards all persons with whom he is to communicate, and purue such a line of conduct as will tend to uphold the just influence and authority, both of Managers and Teachers."

4. Too strong a recommendation cannot be given to the establishment of Circulating Libraries in the various Districts, and Townships, and School Sections. A District Association, with an auxiliary in each Township, and a Branch in each School Section, might, by means of a comparatively small sum, supply popular and useful reading for the young people of a whole District. It is submitted to the serious attention of all School Visitors, as well as Trustees, and other friends of the diffusion of useful knowledge.

N. B.—There is nothing in the law against Visitors being elected Trustees; and the same person may often serve most usefully both as a Trustee and a Visitor—filling the latter office *ex-officio*, and the former by the choice of his neighbours.

SECTION 5. *Appeals to the Chief Superintendent.*

1. All parties concerned in the operation of the Common School Act have the right of appeal to the Superintendent of Schools; and he is authorised to decide on such questions as interested parties may think proper to refer to him. But for the ends of justice—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Superintendent: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Superintendent, in order that the opposite party may have an opportunity of transmitting, also, any explanation or answer that such party may judge expedient. 2. To state expressly, in the appeal to the Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing.

2. The foregoing directions do not, of course, refer to communications asking for advice on doubtful points, or prudential measures of a local or general character.

SEC. 6. *Constitution and Government of Schools in respect to Religious Instruction.*

1. As Christianity is the basis of our whole system of Elementary Education, that principle should pervade it throughout. Where it cannot be carried out in mixed Schools to the satisfaction of both Roman Catholics and Protestants, the Law provides for the establishment of separate Schools. And the Common School Act, securing individual liberty, as well as recognizing Christianity, provides, "That in any Model or Common School establishment under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion, which shall be objected to by his or her parents or guardians." With this limitation, the peculiar religious exercises of each School must be a matter of understanding between the Teacher and his employers. This must be the case in regard both to separate and mixed Schools.

2. In Schools which are composed both of Roman Catholic and Protestant Children, the Commissioners of National Education in Ireland have made the following regulations, which are worthy of imitation wherever desired and practicable in Canada:—

"One day in each week, or a part of a day, (independently of Sunday,) is to be set apart for the religious instruction of the children, on which day such pastors or other persons as are approved of



by the parents and guardians of the children, shall have access to them for that purpose." "The Managers of Schools are also expected to afford convenient opportunity and facility for the same purpose on other days of the week. But where any course of religious instruction is pursued in a School during school hours, to which the parents of any of the children attending it object, the Managers are to make an arrangement for having it given to those who are to receive it at a stated time or times, and in a separate place; so that no children, whose parents or guardians object to their being so, shall be present at it."

The Commissioners of National Education in Ireland also observe in their Second Report, that—

"In the National Schools the importance of religion is constantly impressed upon the minds of the children, through the works calculated to promote good principles and fill the heart with love for religion, but which are so compiled as not to clash with the doctrines of any particular class of Christians. The children are thus prepared for those more strict religious exercises, which it is the peculiar province of the ministers of religion to superintend or direct, and for which stated times are set apart in each School, so that each class of Christians may thus receive, separately, such religious instruction, and from such persons as their parents or pastors may approve or appoint."

The Commissioners further explain the right of local Trustees or Patrons on this point :

"The Patrons of the several Schools have a right of appointing such religious instruction as they may think proper to be given therein; provided that each School shall be open to all religious communions; that due regard be had to parental right and authority; that accordingly, no child be compelled to receive or be present at any religious instruction to which his or her parents or guardians may object; and that the time for giving it be fixed that no child shall, in effect be excluded directly or indirectly from the other advantages which the School affords. Subject to this, religious instruction may be given either during the fixed school-hours or otherwise."

3. The foregoing quotations [which might be greatly extended] from the Irish Commissioners' Reports are made, because their system may be considered as the basis of the Canadian System—their books having been adopted and their methods of instruction being about to be introduced in the Provincial Normal School. That system is Christian, but not sectarian; secures individual right and denominational privileges, and is founded upon revealed truth.

4. For a more detailed exposition of this important subject, all parties concerned are referred to the "Report on a System of Public Elementary Instruction for Upper Canada."

**PROVINCIAL NORMAL SCHOOL.**—The Winter Session commenced on Wednesday, the 15th instant. The number of Students admitted exceeds one hundred, besides eighteen who have been reluctantly rejected for want of the proper qualifications.

#### ACKNOWLEDGMENTS—To 24th of November, inclusive.

Rem. from Rev. L. Taylor; Mr. Wm. Crinklaw; Col. Alex. Chisholm; Rev. W. H. Poole, 2, rem. and subs.; Rev. P. Jones, rem. and subs.; Supt. Niagara District, rem. and subs.

N. B.—Back numbers supplied to all new Subscribers.

#### CONTENTS OF THIS NUMBER.

	Page.		Page.
1. Contents of the National Readers .....	321	13. MISCELLANEOUS:—Importance of the Insignificant—Importance of Physical Education, &c. ....	336
2. The Value of Knowledge .....	325	14. <i>Editorial Department</i> :—1. Series of the National Readers—2. 'Value of Knowledge'—3. Law relative to the Powers and Duties of Trustees and Teachers of Common Schools—4. Forms for Trustees—5. Forms for Teachers—6. General Regulations and Instructions: (1) Holidays and Vacations; (2) Duties of Trustees; (3) Duties of Teachers; (4) Duties of Visitors; (5) Appeals to the Chief Superintendent; (6) Constitution and Government of Schools in respect to Religious Instruction .....	337
3. School System of Michigan .....	329		
4. Education without Religious Training .	331		
5. Importance of Educating the Farmer ..	331		
6. How to Teach Children .....	332		
7. Lamartine's Education .....	332		
8. Kind Words do not cost much .....	333		
9. The Mother .....	333		
10. Children should be taught to think for themselves .....	334		
11. Good Manners .....	334		
12. Teach your Pupils the Laws of Health.	335		

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