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JOURNAL OF EDUCATION

FOR

Upper Canada.

Vol. I.

TORONTO, JULY, 1848.

No. 7.

OBLIGATIONS OF EDUCATED MEN.

An Address delivered before the Senate and Students of Victoria College, May 2nd, 1848, by the Chief Superintendent of Schools for Upper Canada.

(CONCLUDED.)

II. Our second illustration of the *Obligations of Educated Men*, is derived from their relation to the coming generation—they are its guardians and mentors, and should impress upon it the characteristics of virtue and patriotism. The successive generations of men are connected with each other by moral and civil, as well as natural laws. Revelation teaches the first; legislative decrees and statutes, the second; the impulses of parental and filial affection, the third. But there is no such thing as hereditary education. By mere physical accident and statute-laws, a child may succeed to parental titles and wealth; but he succeeds not in the same way to parental morals and knowledge. Education is an affair of each individual mind, and is the work of each generation. Some of the finest literary productions of ancient Greece and Rome have, indeed, come down to us, and the discoveries and inventions and institutions and writings of past ages have been transmitted to the present age; but no man is born with the knowledge of them. NEWTON was born as ignorant of mathematics as though PYTHAGORAS and DESCARTES had never lived; and LA PLACE was born none the wiser on account of the discoveries of KEPLER and NEWTON. The knowledge and skill possessed by the men of the present age are the *fruit of labour*, and not the *inheritance of descent*. So the race of men of the coming age—the Statesmen and Divines—the Scholars and Merchants, the Agriculturists, and Mechanics, and Labourers of thirty or forty years hence, are now children and infants—depending upon the present generation for physical nourishment, intellectual and moral instruction, and forming their character from the lessons they are now receiving. It remains then with the educated men of the present age, to say what the character of our successors shall be. Let each educated man in the land put the question to himself—“What characteristics shall I impress upon those who come after me? Shall they be those of virtue or vice—of knowledge or ignorance—of industry or idleness—of selfishness or patriotism”—and, I may add, of happiness or misery? The helplessness and innocence of infancy look up to us for its future destinies. Will we give it bread or scorpions? A whole generation are

suppliants at our feet and round our firesides. They ask for instruction in religion and morals adapted to accountable and immortal beings; they beg for schools and books that they may be free and intelligent men, and not doomed slaves and vagabonds; they implore training and habits, such as will make them an honour and blessing to their age and country. Have they not a right to expect thus much at our hands? If the educated men of Canada neglect the succeeding generation, who is to care for them? They are orphans with living fathers! And if in material, how much more in moral and intellectual things is it true, that "If any provide not for his own, and especially for those of his own house, he hath denied the faith and is worse than an infidel!"

III. Our third illustration is, 'that Educated Men are trustees of the best inheritance for their country, and they should nobly fulfil their sacred trust.' The real greatness and power of a country consist not in geographical territory or mineral wealth, but in the intelligence of its people. "Knowledge is power" in a nation as well as in an individual. The *civilization* of a country is but its educational development; and the degree of its civilization depends upon the character and extent of its education and knowledge. This constitutes the essential difference between North and South America—between France and Spain—between Germany and Turkey—between Great Britain and China—between Greece in the times of PERICLES and PLATO, and that same Greece in the times of the Crusades—between Rome under the CÆSARS and Rome under the LOMBARDS; yes, to reverse the order of contrast, between England under the family of STUARTS, and England under the BRUNSWICK family. And who but the educated men of a country are the depositaries of the intellectual elements of its power and happiness? It is for them to say whether Canada shall rise or sink in the scale of countries—whether it shall advance or retrograde in the race of civilization—whether they themselves will be the theme of their country's praises or execrations in a coming age. In this work of mind's development there is no party, but the party of ignorance against knowledge—the party of selfishness against patriotism. In this bloodless campaign of intellectual progress, Canada expects—nay, commands—"every man to do his duty." And shame upon the educated man who does not give to the next generation the education which he has received from the past; shame upon the man who has furnished himself with intellectual arms out of the public arsenal, and then hides away from the battle of civilization against barbarism, and thus betrays the trust of his country!

The historical allusions just made painfully admonish us that the cause of mind may go backward as well as forward. It is so with individuals; it is equally so with neighbourhoods, provinces, and nations. What monumental warnings have we of this in the countries which skirt the shores of the Mediterranean! There was once a great intellectual republic extending, at different periods, from the Atlantic to the Euphrates, and from the Euxine to the mountains of the Moon. In that republic, many of the faculties of the human mind received a development of power and of beauty which has never been surpassed. Greece was long the metropolis; but her civilization was not confined to Athens alone, or to a few renowned cities; its domain stretched from Iberia in the east to Gallia in the west—including Sicily and Magna Græcia, round all their coasts, the Ionian Shore, the islands of the *Ægean*.

and not only the coasts but the remote interior of Asia Minor and Syria, almost to the Euphrates, the whole course of the Nile up to its cataracts, and even Lybia and Carthaginian Africa. These once favoured regions were studded with populous and cultivated cities.

The traveller every where found the most beautiful creations of the architect and sculptor, numerous attended schools of philosophy, theatres melodious with the 'inspirations of the Attic muse,' and forums 'eloquent with orators of consummate skill and classic renown.' Look at these countries now, and as they have been for many centuries past! Their very names, for the most part, can only be traced in the index of an ancient geography, and the seats of their most renowned cities are mere matters of conjecture. Even in the time of CICERO they are said to have abounded in all the stores of art and resources of instruction. He makes one of the chief speakers in the *Orator* say, 'At the present day, all Asia imitates MENECELES of Alabanda, and his brother;' but the orator, the brother, the place, are all alike forgotten. CICERO himself studied, as we learn from PLUTARCH, not only under PHILO the Athenian, but MILO the Rhodian, MENIPPUS of Stratonice, DIONYSIUS of Magnesia, ÆSCHYLUS of Cnidus, and XENOCLES of Adramyttium. But the names of these Masters and Schools of CICERO—these ancient abodes of art and eloquence—are names scarcely preserved in memory; and the countries in which they flourished have long been the abode of intellectual darkness and social degradation. The literature of Greece is still the standard of taste, and the mutilated fragments of its marble sculpture are the models of modern art; but the birth-places of both have become in succeeding ages little better than dens of thieves and robbers. The former centre of the world's civilization is the symbol of its present weakness and debasement.

The philosophy of this decline and ultimate extinction of the ancient Greek and Roman civilization is an interesting subject of study, and is fraught with many lessons of practical instruction. One of these lessons is, that the progressive civilization of a country can only be maintained by the operation of those causes which gave the first impulse to that civilization. It was not until the rulers, and scholars, and parents in Greece and Rome ceased to practice and teach to their youth the lessons of their forefather philosophers, moralists and statesmen, that Greece and Rome lost the conservative elements of their social elevation and freedom, and began to totter to their fall. So, if the present race of educated men in Canada are unfaithful to their trust—neglect to employ the means according to the growing exigencies of society, the application of which has already advanced the social Canada of 1848 beyond that of 1828—the future progress of our country must be downwards, and Canada future will be but another Venezuela or Mexico. Favoured with free institutions, blest with a genial climate, a fertile soil, and facilities of commerce, it devolves upon the educated men of Canada to say whether these institutions shall be perfected and perpetuated—whether these physical resources shall be developed, and whether future Canadians shall be alike proud of their sires and their country. Could I remove the veils of futurity, and present a panoramic view of Canada in another age, with its universal schools and libraries, its churches and colleges, its railroads and canals, its flourishing manufactures and bustling harbours, its busy towns and waving wheat fields, its teeming press and respectable literature, its school-going youth, and its intelligent, industrious, and happy population—could I place this picture before every

educated man in Canada, and say, 'behold the fruits of your labours and patriotism—behold the legacy which you have bequeathed to your country—behold posterity honouring your name and blessing your memory;' I think no such man would deem any labour or expenditure too great to have a part in a work so enduring and glorious: a work resplendent with more honour than the achievements of heroes, and pregnant with benefits surpassing all human comprehension. But what I cannot pourtray, Inspiration itself has declared; for I may aver in words which supersede comment and are above illustration, "Train up a generation in the way it should go, and when it is old, it will not depart from it."

IV. My last illustration in respect to the Obligations of Educated Men, is drawn from the fact, that 'they are moral agents, and, as such, they should faithfully employ the powers, possessions and advantages for which they are responsible.'

I feel that no apology is necessary for presenting the subject in this light; for I will in no place, nor on any occasion, yield an iota of religious truth in advocating the cause of a Christian country. The moral responsibility of man is commensurate with his immortal existence, and in proportion to what is committed to his trust. The rule of the Divine Administration is, that "where much is given, much will be required." Were education a mere secular interest—such as a railroad or manufacture—I confess the inapplicableness of this principle to the present subject; (for I know of no moral guilt or moral virtue in taking or not taking stock in a railroad or manufacture;) and I confess the inappropriateness of a Minister of the Gospel having any connection with it, either as an instructor or superintendent. But history and reason will justify the assertion, that there is a natural, if not inseparable connexion between ignorance and vice, and knowledge and virtue. The subject is too extensive to be discussed on this occasion. I can only make a remark or two on it. Dr. MASON GOOD, in his Lecture "On the Dark Ages," observes that "there is, perhaps, hardly a vice that can be enumerated in the whole catalogue of moral evil that did not at this era of ignorance brutalize the human heart;" and the same powerful Christian writer, in his Lecture "On the Revival of Literature," forcibly observes: "I have said, that ignorance and vice are inseparable associates. But is the converse of this proposition equally true? We have seen mankind advancing in the path of knowledge—knowledge and virtue equally inseparable? I have pride in answering this question; and I dare appeal to every page in the history of the times before us for the truth of its affirmative." "What is human knowledge? (asks the eloquent President of Harvard University.) It is the cultivation and improvement of the spiritual principle in man. We are composed of two elements; the one a little dust caught up from the earth, to which we shall soon return; the other a spark of that Divine Intelligence, in which and through which we bear the image of the Great Creator. By knowledge the wings of the intellect are spread: by ignorance they are closed and palsied, and the physical passions are left to gain the ascendancy. Knowledge opens all the senses to the wonders of creation: ignorance seals them up, and leaves the animal propensities unbalanced by reflection, enthusiasm and taste. To the ignorant man, the glorious pomp of day, the shining mysteries of night, the majestic ocean, the rushing storm, the plenty-bearing river, the salubrious breeze, the fertile field,

the docile animal tribes, the broad, the various, the unexhausted domain of nature, are a mere outward pageant poorly understood in their character and harmony, and prized only so far as they minister to the supply of sensual wants. How different the scene to the man whose mind is stored with knowledge! For him, the mystery is unfolded, the veil lifted up, as one after another he turns the leaves of that great volume of creation, which is filled in every page with the characters of wisdom, power, and love; with lessons of truth the most exalted; with images of unspeakable loveliness and wonder; arguments of Providence; food for meditation; themes of praise.*

It is true that the passions of the corrupt and sinful heart of man may often trample down not only the influences of knowledge, but of Inspiration itself; but I speak of natural and general tendencies and of knowledge based upon Christian principles, clothed in the philosophy and animated by the spirit of genuine Christianity. Can an educated man then be morally guiltless for withholding, in a spirit of negligence and selfishness, from his fellow-man—nay, from his country—the inestimable blessing of knowledge, and inflicting upon them the unspeakable curse of ignorance? Is not such a character as guilty before God, as he is odious in the sight of men? This linking of man with man in the obligations of reciprocal duty, as well as in the condition of mutual dependence,—this enjoined care of the parent for the offspring, the rich for the poor, the strong for the weak, the old for the young, the rulers for the ruled, the educated for the ignorant, is the predominating spirit of that Book which is alike the authoritative standard and teacher of “whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report.” That “it is not good for the heart to be without knowledge,” is alike the voice of Revelation and the testimony of experience; and “My people are destroyed for lack of knowledge” unfolds the source of the most terrible national calamities which are recorded in history. The educated man who does nothing to remove the pall of ignorance from his country thus contributes to destroy it. Can he truly love either his nation or his Maker? Is he not a just object of public execration? and can he stand acquitted before the Supreme tribunal?

The motives of action on the part of educated men are greatly strengthened, and their responsibilities proportionately enhanced, by the facilities and certainty of success which are possessed by us over the famed and fallen nations of antiquity. We possess the almost superhuman art of printing, which was unknown to them; we enjoy a free and representative government which in reality never existed among them; and we have a true and spiritual religion, of which they were ignorant. In the absence of printing, knowledge was confined among the Greeks to the cities, to sophists and slave-holders, while the mass of the people throughout the country, and even in the towns and cities, were profoundly and brutally ignorant; their governments were either ill-regulated and tumultuous democracies or military despotisms; their Deities were the patrons of the worst passions and vices, and their worship was an instrument of debauchery and corruption. They wanted the essential elements of durability, and soon yielded to the invader, or dissolved in anarchy. With

* Discourse on the benefits of the General Diffusion of Knowledge.

us, the press makes the knowledge of the Statesman the common property of the country, and on its wings is daily conveyed to the remotest cottage in the land all that is known in the metropolis; our representative government is matured into a well-digested and well-balanced system, free from class-distinctions, and based upon the broad principles of public liberty; and our Holy Religion is an infallible standard of truth and morals, the great sanctuary of moral power, the mighty impulse of the noblest feelings and designs, and the unclouded sun-light of immortality.

What powerful motives, what wonderful facilities, what sacred obligations, have we then, in comparison of the departed nations of antiquity, to perpetuate and multiply to posterity the advantages and blessings which we enjoy. The ruins of ancient kingdoms admonish us; the honour of our country commands us; the interests of coming generations entreat us; and the circumstances of the times should arouse us. The words with which the distinguished ROBERT HALL concluded his discourse in 1810 on the "*Advantages of Knowledge to the Lower Classes*," are equally applicable to the present occasion; and with these I will conclude the present address:—

"These are not the times in which it is safe for a nation to repose on the lap of ignorance. If there ever was a season when the public tranquillity was ensured by the absence of knowledge, that season is past. The convulsed state of the world will not permit unthinking stupidity to sleep without being appalled by phantoms and shaken by terrors to which reason, which defines her objects and limits her apprehension to the reality of things, is a stranger. Every thing in the condition of mankind announces the approach of some great crisis, for which nothing can prepare us but the diffusion of knowledge, probity, and the fear of the Lord. While the world is impelled with such violence in opposite directions; while a spirit of giddiness and revolt is shed upon the nations, and the seeds of mutation are so thickly sown, the improvement of the mass of the people will be our grand security; in the neglect of which, the politeness, the refinement, and the knowledge accumulated in the higher orders, weak and unprotected, will be exposed to imminent danger, and perish like a garland in the grasp of popular fury. *Wisdom and knowledge shall be the stability of thy times, and strength of salvation; the fear of the Lord is his treasure.*"

AGRICULTURAL EDUCATION IN UPPER CANADA.

No. III.

BY H. Y. HIND, ESQ., MATHEMATICAL MASTER, ETC., NORMAL SCHOOL, U. C.

In the education of the young, as well as of those who have attained to maturer years, it becomes an object of great consideration to invest the subject of instruction with as many attractive features as may conveniently be given to it; and if the study of any science or art possess peculiar points of interest immediately connected with the labours of life, the improvement of the pupil will generally be progressive, in proportion to the feeling of gratification excited, by the acquisition of additional knowledge and new ideas. In a word, it is to convert that which is too often regarded solely as a task into a real

pleasure, and, while practical utility is not lost sight of, to create and strengthen a desire for mental improvement for its own sake.

The study of that science in which are associated great practical utility and remarkable fitness for mental improvement, demands more than ordinary attention. It is also equally true, that to an individual possessing no further information than a popular acquaintance with the theory of a science, his interest in its development is greatly increased by the successful performance of a few simple experiments illustrative of theoretical views. If the solution of a mechanical or astronomical problem is capable of creating a feeling of gratification, how much more would that interest be increased by the successful application of theory to practice; but such application does not, from the nature of circumstances, lie within the reach of the majority.

The science of Astronomy, though adapted beyond comparison, to lead to a refined and intellectual tone of mind, yet, in its more sublime departments, dwells upon objects and scenery the unassisted eye can never hope to witness. A powerful telescope enables us to discover the marvellous structure of the ring of Saturn, certainly among the most magnificent illustrations of "the power, wisdom, and goodness of God manifested in the creation." The same instrument reveals to us the splendid spectacle of 'suns revolving around suns,' in the binary systems of stars, and affords us optical proof of the motion of our own source of light and warmth, with all his attendant planets, through intermediate fields of ether, with a velocity inconceivably great. Numberless, indeed, are the examples of beauty, order, and power afforded by celestial scenery, but they are only known to the million by description; they have neither time nor means to see their forms or watch their motions; they can only hear or read of them, and experience tells us that for the uneducated mind this is not enough; a passing interest alone is created, which vanishes almost as soon as the tale is told or the description read.

So with the science of Optics, one department of which beautiful branch of learning affords a boundless field for experiments of a most magnificent character, in which colors and forms of surpassing beauty and brilliancy can be produced by the refraction and polarization of solar light; a class of phenomena, however, rarely to be witnessed, except by those who have time and means to produce them; neither are they susceptible of ordinary practical application.

Not so, however, with organic Chemistry and Vegetable Physiology. Both the time and the means lie within the reach of every individual engaged in Agricultural occupations to satisfy himself of the truth of numerous and interesting facts developed by these Sciences; and it is on account of the wonderful adaptation of the means to the end, by processes *apparently* the most mysterious and incomprehensible, yet which Organic Chemistry beautifully explains and illustrates, that they are fitted beyond all others for mental improvement, independently of the varied practical application of which they are susceptible.

Numerous experiments, explanatory of the processes of vegetable life, may be readily performed by every student, requiring no expensive apparatus; and since, in such experiments, the final result is usually all that is required to be observed, and not the actual process itself, (for that, in most cases, can only be inferred and not witnessed,) the time required by the experimenter is a very

limited duration. A few examples will suffice to illustrate this argument. The student is made aware of the circumstance that the substances of which plants consist are divided primarily into two classes, one termed organic, the other inorganic. The inorganic portion is that which remains after the vegetable has been submitted to the action of fire; and a reference to tables similar to those given in the preceding number of this *Journal* informs him that it is composed of several substances, six of which are oxides of metals. The question naturally arises in his mind, How do these metallic substances enter into the constitution of vegetables? Can the water which plants absorb by means of their roots convey them into the interior of the vegetable? the only mode in which they can be supposed to enter through the exceedingly small pores at the extremity of their roots. He may satisfy himself of that fact by taking a small quantity of pure rain water, and throwing into it a few grains of lime, (oxide of calcium). The clear supernatant liquid is then poured off into another clean vessel, and the operator breathes into the fluid through a straw or tube of glass; after a short period, the liquid assumes a turbid appearance, in consequence of the carbonic acid contained in his breath chemically combining with the dissolved lime, and constituting insoluble carbonate of lime: if he still continue to breathe into the liquid, the turbid appearance will gradually decrease, since the water becoming impregnated with carbonic acid is capable, in that state, of dissolving carbonate of lime—a phenomenon occasionally producing much inconvenience in those parts of the country where lime stone abounds. The spring or river water in such localities absorbing carbonic acid from the atmosphere, is rendered capable of dissolving a small portion of the lime stone with which it may come in contact, and when, by the application of heat, the carbonic acid is driven off, the water can no longer contain the lime stone in solution, which consequently falls to the bottom of the vessel. Hence the cause why cooking utensils are frequently coated on the interior surface with carbonate of lime. Again, in the composition of grain growing plants, and of many grasses, he observes a large amount of silica or pure flint (oxide of silicium). If a small portion of that substance, in a powdered state, be placed in a phial containing water, and into the mixture a drop of common ley be allowed to fall, after the lapse of a few weeks, a portion of the flint will be dissolved, and may be easily exhibited by exposing the phial to the action of heat, until the fluid contained in the phial assumes a jelly-like consistency. The dissolved fluid is the cause of the gelatinous appearance.

In swampy tracts of country a reddish looking substance is frequently observed around the mouths of the small springs, usually met with in such situations. Let a small quantity of the spring water be placed in a phial, just as it issues from the soil, and then excluded from the atmospheric air by means of a tightly fitting cork; when at any future period the bottle is opened, a reddish pelicle will be observed to form on the surface of the fluid and soon sink to the bottom. The red substance is called the peroxide of iron (common rust), and was formed by black oxide of iron contained in solution, absorbing oxygen from the atmosphere, and being converted into the comparatively insoluble peroxide, which from its greater specific gravity fell as it was formed.

It will not however escape the observation of the sagacious student that, generally, the quantity of metallic substances dissolved is exceedingly small, and consequently the actual amount of water which must pass through the various

parts of vegetables, in order to afford them the requisite supply of materials to complete their structure, be very great indeed. In order to ascertain approximately the amount of water absorbed by the roots and exhaled by the leaves of any species of vegetable, in a given time, he may enclose a leaf while yet attached to the tree, in a dry phial, the weight of which he has previously ascertained. After cutting off the communication between the interior of the phial and the surrounding atmosphere, by means of a cork so placed as not to compress the stem of the leaf, and luted with some fatty substance, he will soon observe the interior of the phial to become dim with moisture, and the water which is given off by the pores of the leaves will trickle down the sides of the vessel and remain at the bottom. If he now carefully weigh the phial, and observe the difference between the weight so obtained and before the introduction of the leaf, he will arrive approximately at the amount of water exhaled, from which data a calculation can be made of the quantity given off by the whole vegetable, thus exhibiting that millions of pounds weight of water are exhaled by the leaves on the trees covering an acre of wooded land, during the course of a summer; the chief object of which extraordinary supply is to convey a sufficient amount of metallic and other substances into the interior of plants, to assist in building up their structure.

Among the multitude of silent yet most interesting operations performed by vegetables, in the exercise of the various functions of their parts, there are none more indicative of design on the part of their great Originator and Sustainer, than their wonderful adaptation to the wants and necessities of other organized beings, holding a higher rank in the scale of creation. A simple experiment informs the student that vegetables under the influence of the sun's rays, absorb carbonic acid from the atmosphere, decompose it in the interior of the leaf, assimilate the carbon and give off the oxygen. Let a leaf be placed under an inverted glass filled with water, and exposed to the direct rays of the sun, small globules of gaseous matter will be observed to form on the surface of the leaf, and detaching themselves one by one as they increase in size, they will rise and collect in the upper portion of the vessel. If use is made of a large glass containing several leaves, and a grain of chalk, together with a drop of vinegar, be placed in the water, the operation will proceed with much rapidity, and a sufficient amount of gas be collected to allow of its being transferred to a phial and then tested, by plunging into the phial the glowing wick of a recently burning taper—the taper will be relighted and consume away rapidly, emitting a brilliant and vivid flame. The gas in the phial consists of pure oxygen, given off by the leaves after the decomposition of carbonic acid absorbed by them.

The student will however remember, that a portion of the air we inhale is converted by the respiratory process into carbonic acid—the oxygen of the atmospheric air uniting with the carbon of the blood). Were no means provided for consuming the enormous quantity of carbonic acid generated annually by the respiration of animals, combustion, and the decomposition of vegetable matter, the atmosphere would, in the course of time, become unfit for the support of animal life. Vegetables, however, are so organized, that the very substance which, if it were much increased in quantity, would prove hurtful to animals, and is, notwithstanding, a necessary consequence of the healthy performance of the various functions of their parts, constitutes the food of plants;

and they, in their turn, restore to animals an equal bulk of another substance essential to animal life in the form of pure oxygen gas.

SCHOOL TEACHERS' CONVENTIONS.

Extract from the Report of the State Superintendent to the General Assembly of the State of Connecticut, held at New Haven, May, 1848 :

In compliance with the requirements of an Act of the General Assembly, passed May Session, 1845, creating the office of Superintendent of Common Schools, that officer submits the following Report respecting the condition and improvement of the Schools placed under his general supervision, during the past year.

Immediately after the adjournment of the General Assembly in June last, the Superintendent caused to be printed and circulated among the school-officers of the State, an edition of the "*Report of the Joint Standing Committee on Education on the establishment of Schools for Teachers,*" together with the Resolutions submitted by the same committee and adopted by the Legislature, by which provision was made for the holding of two or more Schools of this character in each County, during the months of September, or October, for the benefit of such teachers as "should declare their intentions to teach the public schools of the State the ensuing year."

In pursuance of the authority conferred by these resolutions, several individuals of established reputation for sound practical views on the theory and practice of teaching, were appointed by the Superintendent to hold Conventions or Schools for Teachers in the several Counties of the State, at such times and places as were designated, after correspondence and consultation with local committees, and of which due notice was given by a Circular addressed to School-officers and Teachers, and by the publication of the same in the public papers.

Agreeably to the notice thus given, the several Conventions were held during the months of September and October, at the places and by the individuals appointed.

It is due to families and individuals in the places where the Conventions were held, to make a public acknowledgment for the hospitality extended to those in attendance, and for providing gratuitous accommodation for the meetings.

The first of the series was held at Middletown, under the direction of the Rev. Merrill Richardson, who had enjoyed superior opportunities of observation and experience in this class of meetings; and was also attended by most of the persons appointed to take charge of the other Conventions. This gave them an opportunity for consultation, and secured a desirable degree of uniformity in the mode of proceeding in other Counties.

At the close of the Institutes, an account of each was forwarded to the Superintendent,—an abstract of which is herewith communicated to the Legislature, as the best evidence of the wisdom of the provision made for holding the conventions.

These Conventions or Schools for Teachers constitute the most important events in the history of our Common Schools for the last ten years. More than three-fourths of all the persons employed to teach the public schools last winter, it is supposed, were assembled together for four or five days,—during which time instruction was given by skillful and experienced teachers in the theory and practice of school-keeping, and the most approved methods of teaching in the various branches usually pursued in District Schools. The regular exercises during the day were interspersed with discussions, in which the members of the Convention took part; and the evenings were devoted to lectures and discussions upon subjects connected with Schools and Education—in which parents and others were deeply interested, and in which prominent citizens took part. The good accomplished thus incidentally in the several places, where the Conventions were held, by awakening parental and public interest, and disseminating sound views on important topics of school-government and instruction, and on the duties of parents to teachers, and to the schools where their children attend, was worth all that the Conventions cost the State. But the direct and anticipated results of the Conventions,—the bringing teachers from different towns in the same County into an acquaintance with each other, and to a knowledge of each other's experience and methods,—the presentation and exemplification by experienced and successful teachers of the means and methods by which they have obtained success,—the breaking up in the minds of young and inexperienced teachers of radically wrong notions, before they had been carried out into extensive practice, and thus distorted and dwarfed the mind of hundreds of the youth of the State,—the impulse and spirit of self and professional improvement, the desire to read, converse and observe on the subject of school-education and teaching, and to elevate the profession to which they belong,—these results which were predicted, have been realized as fully as the best friends of the measure promised.

No single agency has so soon and so widely, with such success and general acceptance, been devised or applied to the improvement of common schools. The first meeting of this character was held in this State at Hartford, in 1839. Since then it has been adopted in New-York, very generally tried, and within the last year incorporated by legislative enactment into its school system. In Massachusetts, Maine, New-Hampshire, Rhode Island, and Ohio provision is made by law for holding these meetings; and in Illinois, Wisconsin, Michigan, Vermont, New-Jersey, and Pennsylvania they are held under a voluntary movement of the teachers and the friends of education.

The Superintendent has taken much pains not only to learn the manner in which these Conventions in this State have been conducted, but also in other States,—and with what agencies, and with what results.

In view of the acknowledged success of these Institutes or temporary Schools for Teachers, in this and other States, the Superintendent would respectfully urge upon the Legislature the wisdom of making provision for their continued support and systematic management. He is satisfied that in no other way can so much be done for the immediate improvement of the common schools, and in a manner so acceptable to the people. However wise and useful ultimately, may be the engrafting of a regularly constituted Normal School upon our school system, in the opinion of the undersigned, the holding of these Institutes in the several counties, in the spring and autumn, and in

different towns, until every town shall thus have had the benefit of prolonged education-meetings, will accomplish a much larger amount of good in a shorter period of time. One of these Institutes might be held for a longer period of time, and in one place, where suitable accommodations could be had,—and this could be extended from time to time, until the sessions should occupy the year, and the Institution should, for all practical purposes, grow into a regularly constituted Normal School.

The Institutes or Schools for Teachers, should be regarded as a part of our system of common school instruction, and, as such, should be appointed, organized, supported and supervised by those who are connected with the administration of the system, and feel themselves responsible to the State.

The arrangement, as to the time and place of meeting, board of Teachers and other preliminaries, should be early made, and announced through the public press.

The organization and management of an Institute should be committed to one competent person, who should throw his whole thought, ingenuity and experience into the work of making it interesting and profitable. He should be aided by the services of men who have made themselves masters of particular studies.

When convened, the members of the Institute should cheerfully and promptly consider themselves at school, and should co-operate with the principal in making the Institute a practical exemplification of a well-regulated model school, and give a ready obedience to all good and wholesome regulations.

The course of instruction during each daily session, for the present, at least, should be confined mainly to drills in the studies ordinarily taught in our district schools, with special reference to the best methods of communicating and illustrating the same, with such facilities as most district school Teachers can command. In the schools appointed in the spring, the exercises should have special reference to the summer schools and to female Teachers; and in the autumn, to winter schools and male Teachers.

The opinion of those who have had most experience and observation in these schools, is, that the session of the Institute should not exceed two weeks or ten working days. And that for that length of time, if the exercises are properly arranged and varied, a deep and intense interest can be sustained, both among the members and in the community where it is held. The results of the conventions in this State show that a session of even five working days can be made eminently profitable and interesting.

The oral and written discussions of topics connected with the organization, classification, studies, instruction and discipline of schools in reference to the actual experience of the members, and the nature, object and instrumentalities of education, will form an important part of the evening exercises of the Institute. A few hours thus spent will frequently introduce the young and inexperienced Teacher into the results of years of experience on the part of the older members.

Public lectures on the duties of parents and the community generally to the common schools—on the construction and internal arrangement of school-houses—on the administration and management of common schools—on the reciprocal duties of parents, teachers and pupils—on the claims and rights of

teachers, and on the improvements in education, are among the legitimate and indispensable objects to be provided for in the establishment of an Institute. The information thus spread abroad through the community, and the interest and spirit of inquiry thus awakened, are among the happy results which have thus far followed their introduction. The public mind requires to be instructed and educated, to appreciate the importance of the professional training of teachers, to correct and practical views as to the objects, nature and means of education.

The success of an Institute will depend very much on the qualifications of the persons appointed to organize and superintend its operations. He should possess character, reputation and manners, as well as professional skill, in order to command the respect of all. He should have the faculty to win the affections and secure the confidence of the members; a power to awaken their liveliest interest, and rivet their attention in every branch of study or exercise which may be brought up for consideration; and to do this from day to day, to the close of the session. To accomplish these things, he must have a variety of talent and of expedients, a deep interest in the object and results of the Institutes, and a heart full of generous enthusiasm in the cause of popular education. Should one of these Institutes or Schools for Teachers be established permanently, or should a Normal School be founded, the principal of either, would be the most suitable person to take charge of these temporary schools for teachers, so far as his other engagements may allow. And it will be worthy of consideration in the organization of a Normal School, whenever such an Institution shall be established, how far the principal shall be furnished with extra assistance, so as to give him leisure to attend the Institutes in the different Counties. This arrangement would carry the methods of discipline and instruction pursued in the Normal School directly to every part of the State, and, through the members of the Institute, would soon be felt in every District School.

The Superintendent has dwelt on this topic, because he regards any substantial improvement in the means provided by the State for the professional training of Teachers, as the most important measure which can be adopted to perfect our admirable school system; and any indication of advancement in the character and qualifications of the teachers themselves, as the surest pledge that the work of school improvement is really and successfully progressing.

POPULAR EDUCATION IN UPPER CANADA.

Recent educational movements in Upper Canada afford abundant evidence that the cause of popular instruction has received a new impulse in that Province.

During the administration of Lord Metcalfe, the Rev. Egerton Ryerson, D.D., Superintendent of Schools for Canada West, was entrusted with the duty of "devising such measures as might be necessary to establish the more efficient system of instruction for the education and improvement of the youth of the country.

In assuming this responsible charge, Dr. Ryerson first spent upwards of a year in visiting, at his own expense, the principal countries of Europe in which

the most approved systems of public instruction have been established, and in collecting from every available source such information as would aid in the accomplishment of his assigned task. The result of these investigations, he has embodied in an elaborate Report of great value.

The following eloquent passage, from one of the introductory pages, will afford some idea of the elevated and comprehensive views of the writer :—

“The basis of an educational structure should be as broad as the population of the country ; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments or professions, the one rising above the other,—the one conducting to the other ; yet each complete in itself for the degree of education it imparts ; a character of uniformity as to the fundamental principles pervading the whole : the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and the People.”

The Report embodies an amount of practical information on the subject of which it treats, that cannot be found elsewhere within the same compass. The author has been eminently successful in “borrowing from all whatever is good, and in perfecting whatever he has appropriated.”

He has given us ample credit for the improvements which have been made in the School Systems of the United States, and quoted freely from the writings of Hon. Horace Mann, Dr. Stowe, and other distinguished educationists among us.

He recommends the establishment of a Normal School, and places much reliance upon such an Institution, as a means of improving the Schools of the Province. The following is an extract from his remarks on this subject :—

“It is now universally admitted that Seminaries for the training of Teachers are absolutely necessary to an efficient system of public instruction,—nay, as an integral part, as the vital principle of it. This sentiment is maintained by the Periodical Publications in England, from the great Quarterlies to the Daily Papers, by Educational Writers, and Societies, with one consent,—is forcibly and voluminously embodied in Reports of the Privy Council Committee on Education, and is efficiently acted upon by Her Majesty's Government in each of the three Kingdoms.

“The same sentiment is now generally admitted in the United States ; and several of them have already established Normal Schools. The excellence of the German Schools is chiefly ascribed by German Educationists to their system of training Teachers. * * * M. Cousin, in his Report on Public Instruction in Prussia, has given an interesting and elaborate account of the principal Normal Schools in that country, justly observing, in accordance with his distinguished colleague, M. Guizot, that ‘the best plans of instruction cannot be executed except by the instrumentality of good Teachers ; and the State has done nothing for popular education, if it does not watch that those who devote themselves to teaching be well prepared.’”

The efforts of Dr. Ryerson have not been fruitless. “An Act for the better Establishment and Maintainance of Common Schools in Upper Canada, has been passed : a Board of Education has been appointed : and provision has

been made for the establishment and support of a Normal School, which is to be opened at Toronto during the present Autumn. The gentleman selected as Head Master of this Institution, has, for the last twelve years, had the oversight of the Model Schools, and the instruction of the Masters in the practice of teaching, in the great Normal School in Dublin.—*Western (Cincinnati) School Journal*, October, 1847.

COMMON SCHOOLS AND POPULAR EDUCATION.

I should be remiss in a duty, second, in my opinion, in importance to no other belonging to the high official station to which I have been called by the suffrages of my fellow-citizens, if I failed to commend to your special care the interests of Common Schools in this Commonwealth.

Our District Schools are the intellectual and moral nurseries of the State. If cultivated with care and skill, that care and skill will be rewarded by a maturity of rich and precious fruit. If neglected and left to make their way up, in the midst of briars and thorns, and without protection, exposed to the vicissitudes of the seasons, a stunted and miserable growth will render them incapable of bearing fruit at all, or, if any appears, it will be worthless.

The cause of Popular Education, within a few years past, has received an onward impulse, and been advancing under the enactments of the Legislature, and by the instrumentalities which they have created, in a manner in the highest degree encouraging to its most ardent friends.

The last year has exhibited more indications of a sure and vigorous progress than any preceding one. Our three State Normal Schools are in successful operation. They are sending out into different parts of the State well-qualified Teachers. These schools, with their natural auxiliaries, Teachers' Institutes, held under the patronage of the Legislature, and under the direction of the Board of Education, are inspiring the young men and women of the State who are engaged, or are about to be engaged, in the responsible and honourable business of teaching, with a desire for improvement, and an ambition to excel, worthy of the great work upon which they have entered.

The Secretary of the Board of Education, in addition to his other arduous and pressing duties, has attended every Teachers' Institute, opened them by appropriate lectures, explaining their origin and character, and enforcing upon the minds of their members, the importance of high and ample attainments, to those who take upon themselves the office of instructing the children and youth of the Commonwealth.

One of the most auspicious circumstances attending the holding of these Institutes, is the hearty good will with which they are received by the people in the places where they are held, and the intelligent zeal and earnestness with which they give their influence to promote their success. The average attendance of scholars in the Public Schools shows an awakened interest on the part of those for whose benefit the foundations of those schools were laid.

It is, however, a melancholy truth, that, in our own Commonwealth, too many children are permitted to grow up in ignorance and vice within reach and in sight of the most ample provisions for their instruction, offered to them without money and without price.

That parent who refuses to send his children to the schools established and opened in his neighbourhood, does to those children a cruel injustice, and commits a flagrant wrong upon the community and State.

He may be allowed to make his home the dark abode of ignorance and stupidity to those children intrusted to his care by Providence; but surely he has no right, when they are grown up, to send them forth into society vicious men and women, to corrupt it by their example, or disturb its peace by their crimes. It is alike the interest of the individual and of the public, that every child within the limits of the Commonwealth, should receive the priceless blessing of a Common School education.

This has been the theory of our educational laws from the beginning. And, practically, every year, thousands of the children of the poor participate in their benefits.

I trust it will be your pleasure to do all in your power to extend those benefits still farther, until every child within the State shall be enlightened by their influence. — *Gov. Brigg's Message to the Legislature of Mass., Jan. 1848.*

SELF-MADE MEN.

We hear occasionally a remark made that such a distinguished person is a *self-made man*. Perhaps there are some who do not understand fully what is conveyed by that expression. Every man must, to a very great extent, be self-made. He is one who has arrived at intellectual excellence and distinction by his own unaided labour and perseverance, one who has trained the faculties of his own mind; not one who has received no education, but one who has educated himself. This fact, in general, indicates not extraordinary intellectual talent, but unusual moral firmness. Without that quality of mind, the best education may be thrown away, and with it all instruction, all the offices of a teacher, may be dispensed with. Every man that has arrived at any degree of distinction in the scale of intellect is indebted for it to himself. To teach is not to educate, unless such teaching brings out the faculties of the mind, awakes to active and patient thought, and causes the person instructed to employ his own understanding; all that the very best teacher can do is "to aid the mind's development." Nor is that little. The greatest judgment and caution are necessary in affording that assistance. In respect to the amount of such assistance, I believe it may be laid down as a maxim that the benefits derived from studies is in inverse proportion to the assistance received. Goldsmith, under this impression, recommends that students should be taught facts and required to study out the causes themselves. "*Quisque suæ fortunæ faber*," was the maxim of the ancients, and truly none were more capable of judging of this matter than the great men of antiquity. They were in a peculiar sense self-educated men. Without the advantages of books, teachers, and seminaries of learning, they were obliged to substitute for them, extensive observation, great industry, and intense application of mind. It would not have been possible to have said to Socrates and Aristotle, as we can to many of the great lights of literature at the present time, "show me your library and I will tell you the source of your ideas." They had recourse to unwearied reflection and drew them forth from the capacious recesses of their own minds.

— *The Teachers' Advocate.*

PENMANSHIP—ANECDOTES.

Penmanship is an important part of a Common School education; and though teachers traverse the country instructing the young in this art, still it is necessary that the teacher of the district school should give to it particular attention. Since writing schools have become so abundant, penmanship has been neglected in the public schools. This is an evil, for it is not probable that half the children ever receive any instruction in this art from a writing-master. If, then, it is neglected in the Common School, one half of the children will be less skilful in this part than they otherwise would have been.

It is my opinion that the instructions of writing-masters, by affording superior facilities to a few, have been the occasion of its being neglected by school-teachers; and consequently many of those children, who cannot afford the time or expense of having the services of a master, are poorly qualified for business.

This evil will be remedied at once, if the teachers of our schools will remember that the services of the writing-master, who teaches only private schools, for the benefit of those who can pay, do not supersede the necessity of teaching penmanship in the Common School.

The consequences of poor writing are sometimes serious, and at others ludicrous. An indictment was found, a few months since, by a grand jury in Kentucky, against a man for a criminal offence. It was quashed by the court, on the plea, by the defendant's counsel, that the scrawl which the foreman intended for his signature was not his name, and bore no resemblance to it.

I have seen a letter written to a lawyer which it was utterly impossible to decipher; he could not determine where it was written, the subject, nor the name of the writer.

An English gentleman applied to the East India Company for an office for a friend of his in India, and succeeded in obtaining an appointment. His friend, after a while, wrote him a letter of thanks, and signified his intention to send him an equivalent. The Englishman could make nothing of the word but *elephant*; and being pleased with the idea of receiving such a noble animal, he was at the expense of erecting a suitable building for his accommodation. In a few weeks the equivalent came, which was nothing more or less than a pot of sweetmeats.

A clergyman in Massachusetts, more than a century ago, addressed a letter to the General Court on some subject of interest that was under discussion. The clerk read the letter, in which there was this remarkable sentence: "I address you not as magistrates, but as *Indian devils*." The clerk hesitated, and looked carefully, and said, "Yes, he addresses you as *Indian devils*." The wrath of the honorable body was aroused, they passed a vote of censure, and wrote to the reverend gentleman for an explanation; from which it appeared, that he did not address them as magistrates, but as *individuals*.

A certain part of the day should be devoted to writing; the school-teacher must assign to it a part of his time, as faithfully as he does to reading or spelling. Generally the latter part of the forenoon is the best time for writing.

In the morning the house is often cold, or the ink is frozen ; and in the afternoon, especially, if there is snow upon the ground, the children's hands tremble. Copies and pens should be in readiness ; and when the hour for this exercise arrives, let each scholar be ready to begin.

We can hardly appreciate the value of this art. How pleasant to be able to communicate our thoughts to absent friends ! how useful to be able to record the results of business ! how wonderful to be able to put our thoughts on paper, that they may be communicated to minds in other lands and ages ! A missionary in India, at work upon a chapel, went from home without his square. He wrote with a coal upon a chip what he wanted, and handed it to a native to carry it to his wife. "Take that," said he, "to my wife." "She will call me a fool if I carry a chip to her." Perceiving him in earnest, the man asked, "What shall I tell the woman !" "The chip will tell," said the missionary. He carried it to the house and gave it to the woman ; she looked at it, threw it away, and brought him the square. The native inquired how she knew what he wanted. "Did you not give me a chip ?" "Yes," he replied, "but I did not hear it speak." "Well," said the woman, "it made known what you wanted." The native went and picked up the chip, and ran about with it among his acquaintance, saying, "These English can make chips talk." He was so astonished that he tied a string to it and wore it about his neck for several days. Similar facts are mentioned respecting the astonishment of the natives of the Tonga and of the Sandwich Islands, when they discovered that thoughts could be put upon paper with a pen.—*The Teacher Taught.*

BEST METHOD YET DISCOVERED OF SECURING ATTENTION.

It is to ask the question generally, without giving the slightest indication, either by look, gesture, or position, who will be called to answer ; or on what portion of the class the duty of answering will fall. This idea is very important. If the teacher, by position, gives any clue either as to the person or the neighbourhood where his question will ultimately be fastened ; or if from day to day, or from lesson to lesson, he has an order of proceeding which may be discovered, he fails to comply with one of the essential conditions of this method, and defeats the plan he should practice. What we insist upon is, that, after a question is put, and until the individual is named whose duty it is to announce the answer, it should be as uncertain who that individual will be, as it is during a thunder shower where the lightning will strike the next time.

After the question is propounded, let a sufficient time elapse, in entire silence and without motion, for each pupil in the class, or for all the pupils of ordinary intellect in the class, to prepare mentally the answer which he would give should it be his fortune to be called upon. No show of hands or other signal should be allowed, save that signal which no mortal power can suppress—the illumination of the countenance, when a new truth, like a new sun, is created in the soul. The teacher must exercise his discretion as to the proper time for waiting. He must be governed by a rule made up of two elements,—the difficulty of the question and the capacity of the class. A proper time having passed, let the hitherto unknown pupil who is to announce the answer, be now made known. If the answer should be incorrect, or if the one called upon

should make no reply let another be named. Here is no occasion for waiting again. Should an erroneous answer, or no answer, be received from the second, let a third be called upon. Should the third fail, perhaps this will be as far as it will be expedient to proceed in this method. Let the question be then thrown open to the whole class; and, if it has been framed with judgment, some one in the class, in forty-nine cases out of fifty, will be able to answer it. Should it often happen that no one in the class is able to answer the question put, it will prove the teacher to have been in fault; for it will show that he has misapprehended the capacity of his class. Another question will then be given, and so on until the recitation is finished.

Now, is it not clear that the method last described tends to secure, and if conducted with ordinary skill, will secure, the attention of the whole class? Each mind will act upon each question. In a class of twenty, twenty minds will be at work. As a mere means of acquisition, then, to say nothing of intellectual habits, the latter method is nineteen times better than the former. We verily believe that, if a change *only in this one particular* could be introduced into all the schools of Massachusetts, it would forthwith give them four-fold efficiency, as a means of improvement.

The above views do not apply with equal force to all studies. There are some branches, where other means of securing the action of each mind may be resorted to. In arithmetic, for instance, different questions may be assigned to different members of the class, to be wrought out simultaneously. But we need not go into detail. Every competent teacher, in applying a general rule to a variety or a diversity of circumstances, will be able to make a proper allowance and modifications.

The method here recommended, it will be seen, not only secures the attention, but cultivates a habit of rapid thought and of prompt reply. It keeps the class *alive*; and one answer given promptly and with life, is worth half a dozen drawn out after the listener's patience has been exhausted by delay.—
Boston Common School Journal.

SHORT SELECTIONS FROM EUROPEAN AUTHORS.

Comparative Expense of Education and Crime.—Our prisons have the extent of palaces, because our schools have been limited to sheds. The sums spent on cruel punishments would have paid thrice over for a system of salutary prevention. We lift our hands and exclaim with wondering horror at the rapid progress of juvenile delinquency in our days; but delinquency is a result of education as well as honesty; and so long as there are no schools of honesty to compete with the school of delinquency, the manufactory of larger production will throw the more abundant supplies into the market. Take a juvenile delinquent just convicted of crime. You are doubtless surprised and shocked at the amount of depravity exhibited by a child. Shocked you may be, but surprised assuredly you would not be, if you knew how carefully that child has been educated in depravity. Half the same pains honestly bestowed, would have made him a useful and perhaps an ornamental member of society.

Educational antecedents were brought on that child's existence, by which his course of wickedness was irresistibly predestined and predetermined. Mr. Serjeant Adams, at the Middlesex Sessions of January 27, 1847, stated "that, last year, 520 persons were convicted in his Court, and the property stolen by them was worth about £540, and the maintenance of the prisoners £766, the total of which was about £1300, which sum would have provided them with a good education."—*Dafton's National Education.*

The Education and Schools needed by the Country.—Knowledge is the food of the mind; and he who would monopolize it, the people shall curse him. We have no surer hold on the gratitude or convictions of the people than by securing their spiritual growth. We want, in the fair sense of the term, national education. We want schools for all, without offending the conscience of any. The school, the college, the chair, should be equally accessible to all; and the reason why all do not obtain the highest honours should be, that they pause in the course, and not that they are fenced off by others from an approach. We want a practical, every-day, common-sense education—not a formal deposit of unappreciated truth in unawakened faculties. We need schools for the mechanic, and schools for the agriculturist—schools for the young, and schools for the adult. The lecture-room, the library, the rural and mechanics' institutes, should complete the work early begun; and our museums, our galleries, and our public buildings should supply at once recreation and improvement to the quickened mind. Is it necessary to remark, that religious men would betray the interests of religion, if they were not the devoted advocates of this advancement, not as members of a sect, but as disciples of the New Testament.—*Dr. A. Reed, of London, England.*

Effects of Normal Schools and National Education on Private Teachers and on the Public Mind.—It will be readily understood, that the effect of Normal Schools, and a national system of education in elevating the character and importance of teachers, would not be confined to the pupils of the Normal Schools, or the masters of the national system. Private masters and teachers of all kinds would be stimulated to improvement. They could not maintain their position against their new rivals without exertion. The new methods would be caught up; men who had undergone scientific training would be eagerly engaged as assistants in schools; and thus the new spirit and principles of improvement would take root in various places. Many to whom the present mindless and mechanical routine is a severe drudgery, would be struck with the effects of a rational system; a light would shine into their dark prison-house, from a quarter they had not thought of; the new form assumed by education would present matter for the exercise of their powers, and make their profession something to which they could devote themselves. The general educational movement would compel the community at large to entertain more just views on the subject. Its importance would overshadow the topics of the day. The established improvements having once excited public interest, would be laid hold of by the press, and set forth with its powers of exposition and eloquence. Persons who saw the results of the improved teaching in the children of others, would be content with nothing inferior for his own. Parental wishes, which, through ignorance, are the grand obstacles to improve-

ment in the education of the middle and wealthier classes,—requiring and enforcing a bad system, even from those whose own light would lead them to something better,—would become the most efficacious agents of reform. By improvements effected in some directions, the standard of education would be raised everywhere. Through every fibre of society the impulse would be felt, communicating health and vigour.—*Lalor's (London) Prize Essay.*

Choice of a Teacher.—What I want is a man who is a Christian and a gentleman, an active man, and one who has common sense, and understands boys. I do not so much care about scholarship, as he will have immediately under him the lowest forms in the school; but yet, on second thoughts, I do care about it very much, because his pupils may be in the highest forms; and besides, I think that even the elements are best taught by a man who has a thorough knowledge of the matter. However, if one must give way, I prefer activity of mind, and an interest in his work, to high scholarship; for the one may be acquired far more easily than the other. * * * *

The qualifications which I deem essential to the due performance of a schoolmaster's duties may in brief be expressed as the spirit of a Christian and a gentleman. * * * A man should enter upon his business as a substantive and most important duty; and, standing in a public and conspicuous situation, he should study things "lovely and of good report;" that is, he should be public spirited, liberal, entering heartily into the interest, honour, and general respectability and distinction of the community which he has joined. He should have sufficient vigour of mind and thirst for knowledge to persist in adding to his own stores, without neglecting the full improvement of those whom he is teaching.—*DR. ARNOLD.*

To Parents.—Education is, after all, a different thing from what many suppose it. They confine it to books, to classes, to lessons, and the professed teacher. No, it is not, in its most essential parts, so ceremonious a thing; and it is always going on. Parents, your principles are education; your temper is education; your habits are education; your governing desires and pursuits are education. The society you keep, and the conversation you maintain is education. These are silently, but potently working good or ill for your household every day, and every hour. If these are in harmony with your profession, you need not be diffident of results. These may still be wanted, the aids of science and art; but the great elements of education are with you; and your tender charge is training for the duties of this life, and the joys of a future, beneath the most auspicious influences.—*Dr. A. Reed, of London, England.*

A STRIKING FACT.—Sir Robert Peel, in the course of a speech lately mentioned the number of men who had risen, within the last eight or ten years, from the comparatively obscure social position in which they were born, to the post of Lord Chancellor—Lord Eldon, Lord Brougham, Lord Lyndhurst, Lord Plunket, and Sir Edward Sugden. "When I recollect their obscure origin, and their comparatively obscure position in society, and see them elevated by the power of their merits to the highest civil situation next the throne, I say this is the proudest homage to the democratic principle of the British constitution."—*English Paper.*

SHORT SELECTIONS FROM AMERICAN AUTHORS.

Importance of Educating the Children of poor Parents.—There is far too much of a feeling existing, that education is only necessary for particular persons and conditions in life, and that as to other persons it may be dispensed with. The prevalence of this idea causes many parents to neglect the education of their children, judging that their condition in life will never demand extensive knowledge. No parent or guardian should draw such conclusions, even if their own condition in life might seem to render education unnecessary. A low condition in life, in thousands of instances, is brought about and entailed upon men by ignorance ; and, had knowledge assumed its empire in such minds, it would effectually have changed their condition. Every parent ought to feel that education is the stepping-stone of advancement,—that the poor by its influence may become rich ; the weak, strong ; the simple, wise ; the ignoble, honourable ; the bond, free ; the sinful and contaminated, pure. A true and perfect education will do every thing for man that he needs. In its perfect adaptation to man's wants, it should apply itself to his whole nature. It should reach the laws of his physical being, developing the resources of the world of matter ; and showing the connection that man sustains to the material universe, and as an organized being the importance of the fullest expansion of all his faculties and powers. When education assumes this character, how much of sickness, weakness, imbecility of body and dwarfishness of stature will have disappeared before the light and power of science.

It should also reach the laws of his intellectual, or spiritual being, bringing into vigorous exercise the powers of the mind, expanding and maturing those intellectual faculties, which ally him to the Deity and render him capable of the exercise of reason, that Godlike excellence which elevates him above the lower order of creation.

It should also reach his moral nature, to correct the evils of sin, and induce within him those moral excellences which render life desirable and profitable. Wherever education shall be so adapted to the wants of man, its influence will be seen in all departments of society ; correcting all the various evils of the world, and restoring men to that physical, intellectual, and moral elevation which shall comport with the acknowledged end of his creation.

Importance of the Character of Common Schools.—None of us can easily determine how much is depending on the character of our Common Schools. The germ of greatness is there, whose history will be written in the weal or the woe of millions. Our miniature statesmen, rulers, labourers, and professional men are there,—the men and the women of the next generation, who are to live and act when their sires are sleeping in the dust. The teachers of this generation are moulding our sons and daughters for the next. Let us have, then, the best the land can furnish,—those, not of a mushroom growth, who began to be to-day and die to-morrow, but teachers tried, of experience, of good standing, permanent, who are in the work, who love the work, who have in short pledged their time, talents, energies, and hearts' affections to it.

and who look upon their employment as the gravest of all earthly callings ; and instead of being ashamed of their business, rather seek that their business may not be ashamed of them.

The Economy of Educating the People.—There is true economy in educating a whole people at the public expense, so far as they are willing to have it so. People so educated from the humbler walks of life, will be more homogeneous and in general more patriotic. It costs more to maintain vice and ignorance than it does to educate in virtue and knowledge. It costs more to support one policeman or one soldier, than it does to pay the schooling of fifty children ; and the fifty children grow up to be good conservators of public peace, rendering so far as they are concerned, all disciplinary inflictions, and all criminal adjudication unnecessary. There is nothing within the grasp of human effort like education. It creates the man anew. Its effects are to be seen in its transforming influence upon society in all its ramifications. The arts, the trades, the commerce, the agriculture, the manners, the morals and the divine charities and amenities of the people, are to a great extent, the product of education.

The prime element of greatness in a State does not consist in a rich soil, in the mineral resources of its bowels, in the serfs who toil for its nobles, nor in a combination of these and like causes that are extraneous to, and irrespective of the mind's symmetrical development, which can only be effected by an enlightened course of education, reaching down to the basis of society. Let all the youth in a community be educated to virtue, to knowledge, to self-reliance and industry, and crime and pauperism will cease ; the public exactions for the purpose of education will be paid with cheerfulness and pleasure ; and it will be soon understood that it is better and easier to educate fifty children than to support one policeman or one soldier.—*Teacher's Advocate.*

MISCELLANEOUS.

Extraordinary Qualifications in a Teacher.—It appears that the regulation making examination a pre-requisite to teaching, has had a favourable effect in securing to us a better class of teachers, independently of any rejections of candidates when subjected to this test ; for such rejections have been few. It is true that instances have now and then occurred in which the applicant was adjudged unworthy to receive a license ; and one county superintendent has particularly reported a case in which he rejected a candidate who pronounced the Mississippi the largest river in New England, and alleged that our Pilgrim Fathers landed at Plymouth 1847 years ago, with other facts in geography, history and

chronology equally new and astonishing to learned men. We are not apprised that the candidate attempted to give any history of the manner in which the Pilgrims were employed during the first sixteen hundred years of their residence in the country ; but it is suspected that they must have been engaged in expelling the Beotians from the territory. If so, however, it would appear that their labours had not been crowned with full and final success,—as it seems that here and there a remnant of the race still lingers in the land. It is, however, due to truth to state further, that the candidate thus rejected, subsequently engaged in a school and taught without a license, —having found a district that knew how

to place a more exalted estimate upon his learning, and that could more highly prize such singular qualifications as he possessed, than the superintendent was able to do.

—*Extract from the Second Annual Report of the State Superintendent of Vermont.*

Wages of Teachers.—Look at the average wages of teachers in some of the pattern States of the Union. In Maine, it is \$15.40 per month to males, and \$4.80 to females. In New-Hampshire, it is \$13.50 per month to males, and \$5.65 to females. In Vermont, it is \$12 per month to males, and \$4.75 to females. In Connecticut, it is \$16 per month to males, and \$6.50 to females. In Pennsylvania, it is \$17.02 per month to males, and \$10.09 to females. In Ohio, it is \$12 per month to males, and \$6 to females. In Michigan, it is \$12.71 per month to males, and \$5.36 to females. Even in Massachusetts, it is only \$24.51 per month to males, and \$8.07 to females. All this is exclusive of board; but let it be compared with what is paid to cashiers of banks, to secretaries of insurance companies, to engineers upon rail-roads, to superintendents in factories, to custom-house officers, navy agents, and so forth, and so forth,—and it will then be seen what pecuniary temptations there are on every side, drawing enterprising and talented young men from the ranks of the Teachers' Profession.—*Mr. Mann's Eleventh Report.*

The Brave Boy.—Two boys of my acquaintance were one day on their way from school, and as they were passing a corn-field in which there were some plum trees, full of ripe fruit, Henry said to Thomas, "Let us jump over and get some plums. Nobody will see us, and we can scud along through the corn, and come out on the other side."

Thomas said, "It is wrong. I do not like to try it. I would rather not have the plums than steal them, and I guess I will run along home."

"You are a coward," said Henry, "I always knew you were a coward, and if you don't want any plums you may go without them, but I shall have some very quick."

Just as Henry was climbing the fence,

the owner of the field rose up from the other side of the wall, and Henry jumped back and ran off as fast as his legs would carry him.

Thomas had no reason to be afraid. So he stood still, and the owner of the field, who had heard the conversation between the boys, told him he was very glad to see that he was not willing to be a thief; and then he asked Thomas to step over and help himself to as many plums as he wished. The boy was pleased with the invitation, and was not slow in filling his pockets with the ripe fruit.

Which of these boys was Brave—the one who called the other a coward, but ran away himself, or the one who said he was afraid to steal, and stood on his ground?—*Common School Journal.*

Let Children Sing.—All children can learn to sing if they commence in season. We do not say all will have the same sweet voice of the nightingale; for some have naturally sweet, mild and soft voices, when they talk, while others speak in loud, strong and masculine tones. The same is true in regard to singing.

In Germany, every child is taught to use its voice while young. In their schools, all join in singing as a regular exercise, as much as they attend to the study of geography; and in their churches the singing is not confined to a choir, who sit apart from the others, perhaps in one corner of the house, but [there is a vast tide of incense going forth to God from every heart which can give utterance to this language from the soul.

Children, sing! yes, sing with your whole hearts. David sang before the Lord, and it is meet that you should do the same; and always when angry feelings rise in your breasts, curb and check them by singing sweet and cheerful songs.—*Am. paper.*

Produce of New England.—A stranger passing through one of the mountain towns of New England, inquired, "what can you raise here?" The answer was, "Our land is rough and poor; we raise but little produce, and so we build school houses and raise MEN."

EDITORIAL DEPARTMENT.

TEACHERS' CONVENTION OR INSTITUTES.

In the former part of this number (pp. 202-205,) we have inserted an extract from the last Annual Report of the Superintendent of Common Schools in the State of Connecticut on the subject of Conventions or temporary Normal Schools for Teachers; as also some remarks on the same subject in an extract from the Message of Governor BRIGGS to the Legislature of Massachusetts, pages 207-208. In several of the neighboring States, these Institutes are annually held in each county under the authority of Acts of the Legislatures, and according to regulations prepared for their management by the State Superintendents, and assisted to the amount of from fifty to one hundred dollars each to procure Lecturers and defray other necessary expenses, of which a detailed account to the State Superintendent is required under oath. These Institutes are regarded as of the utmost importance in promoting the efficiency of Common School Instruction; and no one can read the brief account of them which we have inserted without being impressed with the great advantages which would result from their judicious introduction into each District of Upper Canada. In his Educational Tour last autumn, the Superintendent of Schools intimated in most of the Districts the hope that his next annual tour might be connected with the establishment of such conventions, as well as School Libraries; and the intimation was in every instance received with lively satisfaction. In no way could the Provincial Superintendent during a part of the year more effectually promote the interests of general education, than by an annual visit to each District such as was made last autumn, and by addresses and counsels at meetings and otherwise exciting an increased interest in the great cause of popular education, and introducing and improving the general system in its various parts and applications. There is little probability of the Superintendent of Schools being able to repeat his intended visit to the several Districts during the present year. In the meantime, we direct the attention of District Superintendents and Teachers, as well as the Clergy and other friends of education, to the subject of Teachers Conventions or Institutes. We are persuaded that in every District of Upper Canada a sufficient number of competent Speakers and able Teachers may be found to conduct with interest and profit the exercises of one or more such meetings.

The graduates of the State Normal School at Albany are represented in the State Superintendent's last Report as having distinguished themselves and rendered most important service at several of these County School Conventions; and we doubt not but some of the Students in our own Provincial Normal

School will be able to render like service in District Conventions or Institutes of Teachers in Upper Canada. We hope the Legislature may be induced to encourage their establishment upon an efficient footing. To the article referred to, we beg to add the following remarks from the New-York School Journal for June, including a brief account of a Teachers' Institute held in the County of Schenectady :—

“The complicated machinery necessary to the organization of Teachers' Institutes under the law of 1847, has induced the department to furnish instructions in regard to the mode of procedure and management of these associations. There have been no means employed for the improvement of teachers and the assimilation of modes of instruction in the several branches of education that give better promise of success than Teachers' Institutes.

Those who will read the instructions and requirements of the State Superintendent, will readily see that Teachers' Institutes conducted in accordance with his suggestions, cannot fail to accomplish a large amount of good by elevating the standard of instruction, improving the discipline, and giving uniformity to the practical workings of our school system.

The number of Institutes held in this State, we apprehend, has been less this last year, because the complicated law under which they are to be organized was not understood. Some have been held upon the voluntary principle with which the system commenced. This being inadequate to their existence, they would have shared the usual fate of ordinary voluntary associations had not the State extended its patronage to them, and re-invigorated a system of National School Education that must supply the place of more extensive appliances until we can have as many well-endowed Normal Schools as may be requisite to supply our schools with Teachers educated for their business. We, therefore, look upon Teachers' Institutes as the great medium through which this system of professional education is to be brought out. The small appropriation made for their encouragement is undoubtedly antecedent to their full endowment, and the final establishment of Normal

Schools in all sections of the State. Much, therefore depends upon the correct application of the bounty of the State in the management of these associations; if the present means for their support be well and profitably employed, we have no doubt public sentiment will soon call for their increase, and finally for Colleges or Normal Schools at which young men and women may be thoroughly qualified as Teachers. All the Institutes held this spring have been in a high degree successful, and promotive of the progressive public sentiment to which we have alluded.

An Institute organized pursuant to law, has recently been held at Schenectady. The initiatory steps were taken under the direction of the State Superintendent, and all desirous of participating in the advantages of the Institute were enrolled as members, and daily sessions were held at the Court House, from 9, A. M., till 12 at noon, and from 2, P. M., till 5. The principal exercises of the day were as follows :

1st. *Committee of Errors*, consisting of three members of the Institute, whose duty it was to criticise and correct the errors in language made by any of its members during the preceding day.

2d. Mental Arithmetic, spelling, and the modes of teaching them.

3d. Geography, with exercises on the Outline Maps, Music, &c.

4th. Algebra, Reading and Education.

5th. Lectures by two members of the Institute upon matters pertaining to the office and duty of the Teacher.

6th. Written Arithmetic, and the best modes of teaching the same.

7th. Punctuation or composition.

8th. Reading and Elocution.

9th. Drawing maps, exhibition and description thereof.

The Institute was placed under the direction of Mr. S. R. Sweet, an experienced conductor of these associations. Among the resolutions adopted by the members of the Institute at Schenectady, we observe one in favor of *free schools*, and another in approbation of *Teachers' Institutes* as a means of elevating our Common Schools.

This is the first Institute ever held in

Schenectady county, and the first under the provisions of the law. It was well attended, vigorously and profitably conducted, and will tend greatly to advance the Common School interests of that county. We understand that several students of Union College, who had been Teachers and design to engage in the business again, participated in the exercises of the Institute."

SCHOOLS IN THE CITIES OF BUFFALO AND TORONTO.—The same School law obtains in Buffalo which has been enacted for Cities and Incorporated Towns in Upper Canada, with this slight difference—that in Buffalo the Members of the Corporation constitute the School Trustees or Commissioners for the City, while in Canada each Corporation appoints them, either from its members, or not, at its pleasure. But the machinery of the system and the principle on which the Schools are supported, are the same in Buffalo as they are in Toronto, or any other Incorporated Town in Upper Canada. We have heard no practical objection whatever to the machinery of the law; the practical objection has been to the *principle of supporting the Schools*. The only one of the sixteen City and Town Corporations in Upper Canada which has yet, as far as we know, objected to this principle by shutting up the Schools, is that of Toronto. We have heretofore shown, that when the Schools of a City or Town are properly arranged and established, the expense of the proposed efficient system of universal education will be less expensive to such City or Town than the past inefficient system of partial education has been. We copy the following from the *New-York State District School Journal* for the present month—leaving every reader to form his own opinion of the comparative intelligence and public spirit exhibited by the School proceedings of the Corporations of Toronto and Buffalo:—

"The City of Buffalo apportioned for the year 1848, the sum of \$19,000 for the support of her free schools. Of this amount, \$2,800 are for the purchase of a lot and house for the African School, leaving \$16,200 for the ordinary purposes of the schools. This is only about 40 cents per annum for each inhabitant,

which is certainly a moderate tax for the education of all the children of that city, especially when it is considered that its schools, to which every child has free access, are not surpassed in the State.

The success of the Buffalo Schools, affords unanswerable arguments in favor of the free school system."

FREE SCHOOLS IN THE STATE OF INDIANA.—It should not be forgotten that by Free Schools are not meant Schools to which access may be had without pay on the part of Parents and Guardians of Children, but Schools to which all may have free access by all paying according to property—thus making the

Common Schools the Schools of the whole community by common access, common obligation, and common interest. This principle of Common School Education which has long been settled by the practice and intelligence of the New-England States, and of the Cities and Towns in other States, is engaging much public attention in Counties and rural Districts. The *N. Y. District School Journal* contains the following statement in respect to the proceedings of the Legislature of Indiana on the subject of Free Schools :—

“The Legislature of Indiana, at its recent session, passed an act submitting the question of free schools to the people at the election in August next. There are in Indiana upwards of 320,000 persons between the ages of 5 and 21, and of the entire adult population of the

State, it is estimated, that at least 38,000 are unable to read and write. The State Education Society has appointed Judge Kinney, of Terre Haute, a special agent, to travel throughout the State, and deliver addresses, and endeavour to awaken an interest in behalf of free common schools.”

SCHOOL PROCEEDINGS IN THE TOWN OF LONDON, U. C.—The following account, which we abridge from the *Western Canadian* of the 6th instant, exhibits a very noble spirit on the part of the Corporate Authorities of London—a gratifying contrast to what has occurred, under the same law, in the City of Toronto. The London Corporation seems to be in advance of the “highest municipal body” in Upper Canada :—

“Most gladly do we notice that the Board of Trustees seem to enter so practically upon their various duties in the improvement of the Common Schools in this town; and with no less satisfaction do we recognize the good example, and efficient services of the Town Superintendent, John Wilson, Esq., M. P. P.

“In connection with the recent establishment in this town of the new system, as taught in the Normal School, conducted by a gentleman who had been qualified at Toronto, the necessity of a system of Common School Education on a suitably large scale, has pressed itself on the Board of Trustees. A principal feature in the system which they have determined to adopt, is to have one school-house for the whole town, and to place it under the new methods of teaching with a sufficient number of competent teachers. The decided advantages of this plan being so evident to the Board of Trustees, that they petitioned the Council for a large appropriation. The petition was presented nearly a month ago, but was laid aside until

the Town Superintendent should be present to explain the whole of the projected system more fully. The opportunity for doing so having occurred on Monday last, the Board of Trustees and the Superintendent waited upon the Mayor and Council. Mr. John Wilson entered then into the subject at great length, and in a manner which seemed to give satisfaction. Mr. Wilson pointed out that now there were four school-houses, ill adapted for the purpose, without sufficient room, unventilated, and at a rent of £50 per annum, the rental of which would more than pay the interest for the cost of a suitable school, which would accommodate all the children in the town. With regard to the system, Mr. Wilson advocated a union of all the children in the town for several reasons, and a systematic classification of the pupils, which would allow every youth of capacity to receive all the instruction he was capable of, by being promoted from class to class. He did not mean that all should be taught in the one room, but in several rooms, according to the advance they had

made. Mr. Wilson urged the economy of a central school in opposition to four schools employing inferior teachers, and of better qualifications in some parts of the town than in others; thereby leaving the poorest portion that most needed education, worst provided for; making ungenerous distinctions in the application of public funds, and disuniting the rising generation. He also pointed out the benefit of the smaller consideration, of a building and establishment on a large and respectable scale, it drew and attached youth to it; gave them occasion for a laudable pride, in having been educated therein, and added to the reputation of any community.

“Mr. Begg followed Mr. Wilson, and bore testimony to the success of Mr. Robert Wilson’s teaching, and pointed out the entire unfitness of the present schools—their proportionate expensiveness and inefficiency.

“Mr. Buchanan urged the necessity of doing something immediately, as some of the school-houses were altogether unfit for winter use; he recommended the council to inspect the schools, and they would be convinced of the necessity of doing something to improve the state of Common School education, and of the adoption of a system on an adequate scale, for the population of the whole town.”

On the 3rd instant, the Mayor and Council adopted a resolution appropriating for the erection of a School-house for Common School purposes the sum of £1000: £100 to be paid the present year; £200 in one year; £300 in two years; and £400 in three years.

PUBLIC MEETING IN FAVOUR OF FREE SCHOOLS IN THE LONDON DISTRICT.

—We are glad to perceive that a movement for the improvement of their Schools is commencing among some of the inhabitants of the London District. Such movements at primary meetings of the people—several of which we have had the pleasure of noticing—are the best indications of a growing interest in behalf of Common Schools, and the best means of improving them by diffusing correct information and embodying right views on the subject of education. We copy the following from a local paper:

“Pursuant to a requisition of the Trustees of School Section, No. 4, Westminster, a meeting of the inhabitants of said section was held on Saturday, the 1st inst., for the purpose of taking into consideration the propriety of having the entire school section assessed for the support of the school, from henceforth, in pursuance of the eighth section of the amended School Act.” The following resolutions were proposed and adopted:

Moved by Mr. Robert Frank, seconded by Mr. Thomas Jarvis;

Resolved,—That Mr. Robert Summers (Trustee) do take the Chair, and that Mr. Nathan Griffith do act as Secretary.

Moved by Mr. Robert Frank, seconded by Mr. Samuel Jarvis, (Trustee;)

Resolved,—That Education being a subject of most vital importance to mankind in general, and to every individual in particular, it is the interest and duty of every honest member of the community, and of every lover of social order and harmony, to aid in its diffusion among the rising generation—to render every possible assistance, and to give every incentive towards acquisition.

Moved by Mr. Richard Tunks, seconded by Mr. Eli Griffith;

Resolved,—That it is the opinion of this meeting, that the views of the Chief Su-

perintendent of Education, as expressed in his Circular to the Wardens of Municipal Districts, respecting the supporting of Common Schools according to property are quite reasonable and just.

Moved by Mr. Robert Frank, seconded by Mr. Samuel Jarvis :

Resolved,—That the Municipal Council of the London District at its next meeting, be requested by the Trustees to assess the sum of £25 upon the inhabitants of this school section, (in addition to the sum authorised to be raised by 9th Vic., chap.

20,) for the purpose of supporting the school from this date till the 31st December next, in pursuance of the 8th section of the Amended School Act.

Moved by Mr. Henry Frank, seconded by Mr. Charles Coombs,

Resolved,—That a set of Maps be immediately procured for the purpose of being suspended in the school room, to facilitate and illustrate the study of Geography.

ROBERT SUMMERS, *Chairman*.

NATHAN GRIFFITH, *Secretary*.

Westminster, July 3, 1843.

COMMON SCHOOL EXAMINATION AND CELEBRATION.—We copy the following from the Cobourg *Provincialist* of the 18th instant, as illustrating the operations of the Common School Act in requiring public quarterly examinations of Common Schools, and the growing interest thus created on the subject of popular education :—

Passing through Ernesttown on Wednesday last, we were informed that an examination of the school connected with No. 11 was then going on. Hastening to the place we found about four hundred of the most respectable part of the community assembled in a grove near the school house. Unfortunately the examination was over; but various circumstances tended to assure us, that it turned out to the entire satisfaction of all present. Large classes were examined in geography, English grammar, arithmetic, natural philosophy, and astronomy; and we were informed by J. Strachan, Esq., District Superintendent of schools, and several other gentlemen who witnessed it, that the examination throughout afforded the most gratifying proofs, not only of the diligence and success of the pupils, but also of the superior abilities and faithfulness of the teacher, Mr. M. D. Canfield. These having performed their part with great credit to themselves, the parents of the children and friends of the school provided an ample repast of cakes, pies, tea, &c., of which not only the scholars but all present partook with excellent gusto. Full justice being done to these good things, we were favored with excellent speeches, full of sound, practical remarks

on the duties of parents and children and the subject of education generally, from J. Strachan, Esq., the Rev. Mr. Plato of the Lutheran church, Mr. J. Aylesworth, and the teacher, Mr. Canfield. This concluded the business of the day, and as carriage after carriage left the ground, happiness was depicted in every countenance: the teacher was happy because he had successfully discharged his duties, and his services and abilities were duly appreciated; the children because they had learned well and pleased their parents and friends; and the people, because they had a good school and an excellent teacher in Mr. Canfield.

A very gratifying circumstance connected with the examination is, that the teacher, scholars and friends of an adjoining school section, were invited to attend the examination and partake of the refreshments, free of any expense. The teacher of this school, Mr. Newbury, seems to be a friendly rival, in abilities and success, to Mr. Canfield; the greatest good will and a healthful commendable emulation exist between these gentlemen and their school sections. This is just as it ought to be; the gentleman who made the speeches, and others on the ground, spoke openly of the abilities and success of both teachers, and congratulated

ted themselves in having at the head of their schools, gentlemen to whom they could cheerfully and confidently entrust the education of their children. We wish all the school sections in Canada were in like circumstances, and they soon would

be, if, like the people in Ernesttown, they employed only respectable, qualified teachers, afforded them a handsome salary and always spoke well of them in presence of their children.

The Three State Normal Schools in Massachusetts.—The State Board of Education, in their last report, remark as follows :—

“ The Report of the Secretary is also to be referred to as containing a satisfactory statement of the present condition of the State Normal School. This statement is confirmed by the accompanying Reports of the various Visiting Committees; and the Board, deeply impressed with their responsibility for the character and influence of these important seminaries, desire it to be understood, that they unanimously concur in the favourable testimony which is thus borne in behalf of each of them.—The Board see abundant cause to be content with the services of all the teachers;

and they only regret that the Legislative appropriation will not admit of making their compensation equal to their merits. The number of scholars shows that each school is in full operation; and while it appears that, in the aggregate, at least two hundred young men and women have thus, during a single year, improved the opportunity of qualifying themselves for greatly increased usefulness in the work of education, some idea may be formed of the vast extent of beneficial influence which must be exerted by these schools, as long as the legislature shall continue to sustain them.”

REPORT ON A SYSTEM OF PUBLIC ELEMENTARY INSTRUCTION FOR UPPER CANADA.—This Report, on its first publication, was assailed with much vehemence by certain of the Canadian press. Its principles were attacked and strangely misrepresented. To enable the Canadian public to judge of the truth and fairness of these representations, we have thought it advisable, though at a late period, to give the opinions of competent and impartial educationists in the United States. In the last number of this *Journal* we inserted the remarks of the *New-York State School Journal*; in the present number, (pp. 205–207,) we copy an article on the same subject from the monthly *Western School Journal*, published at Cincinnati, and “devoted to the cause of Education in the Mississippi Valley.”

An ingenious writer informs us, that in the English language all the words of necessity are derived from the German, and the words of luxury, and those most used at the table, from the French. The sky, the earth, the elements, the names of animals, household goods, and articles of food,—all these are the same in German as in English; the fashion in dress, and every thing belonging to the kitchen luxury, and ornaments, are taken from the French: and to such a degree of exactness, that the names of animals which serve for the ordinary food of man, such as an ox, calf, sheep, when alive, are called the same in English as in German: but when they are served up for the table, they change their names, and are called beef, veal, mutton, after the French.

"I believe one reason," observes Sir Walter Scott, "why such numerous instances of erudition occur among the lower ranks is, that, with the same powers of mind, the poor student is limited to a narrower circle for indulging his passion for books, and must necessarily make himself master of the few he possesses before he can acquire more."

A head properly constituted can accommodate itself to any pillow which the vicissitudes of fortune may place under it.

He who is satisfied with himself is beyond the hope of improvement. He has the clay of earth without the fire of heaven.

A gentleman will neither trample on a worm nor cringe to a king.

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Rem. from Messrs. W. Simpson, J. Hawkins, F. A. Tait, D. Y. Hoit, M. Bigger, R. Robinson, E. Foster; Rev. H. Wilkinson, Rev. J. Jennings; Supt. Simcoe, rem. and subs.—Supt. Midland District, rem. and subs. (many thanks.)

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