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JOURNAL OF EDUCATION

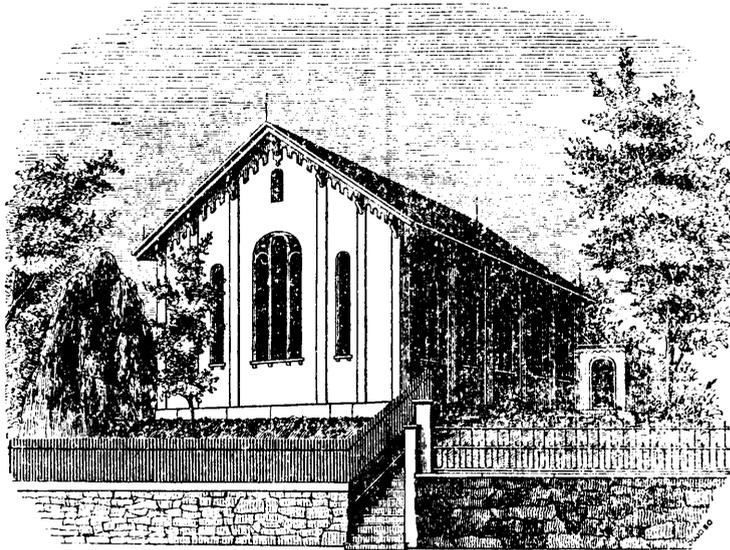
FOR

Upper  Canada.

Vol. IV.

TORONTO, MARCH, 1851.

No. 3.



PERSPECTIVE VIEW OF A FEMALE SEMINARY IN THE CITY OF PROVIDENCE, RHODE ISLAND.

Designed for Forty Pupils, and under the management of Mr. JOHN KINGSBURY.

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WHAT IS A GERMAN UNIVERSITY?

A popular notion seems to be that a German University is an institution to which a person may resort in almost any stage of study without previous examination, pursue any branch he chooses, to the entire neglect of the "dead languages," and quit at pleasure; the whole being quite a cheap, almost a self-supporting institution, receiving students, to considerable extent, below the range of the college course. The German Universities are no such crude and heterogeneous systems.

What is the rank of a German University? It is higher than that of our colleges; it is really a cluster of professional schools.

Does it admit all students that choose to come? And does it receive students not versed in Latin and Greek? No, no, to both inquiries. Every student must have passed the severest examination before admission, and have attained a proficiency in Latin and Greek far beyond that of college graduates in the United States. The regular place of preparation is the *Gymnasium*, where all students go through a thorough course of classical study. "They are not only taught to read Greek and Latin with fluency, but to write them. They are moreover accustomed to speak the latter language with ease, in the latter part of their course to hold all their exercises in it." [Dr. Robinson, in *Bib. Repos.* Vol. 1.] They undergo semi-annual examinations in the *Gymnasium*; the last of which, designed to show whether they are fitted for the University, is very severe; for three days they have to write exercises on questions proposed to them in history, the Greek and Latin languages, mathematics, besides themes in German, and in at least one foreign modern language—while locked up alone and without books. Oral questions are added.

A certificate of having creditably passed this examination is necessary to admit them to the University. Those who do not come from the *Gymnasium* are subjected to a similar examination before a commission appointed by Government. As the whole system is under the control of Government, the process is in all cases equally thorough. Foreign students, unless intending to hold employment in the state to which the University belongs, are indeed admitted to the lectures, but not to a membership of the University,

without this certificate ; but such practical and powerful checks are intentionally thrown around it by Government, that the attempt thus to evade a regular course, says Dr. Robinson, never occurs among German students, and "any erratic course of education is impossible," with those who aspire to any station of influence or emolument.

If then the studies of the German University and their order were wholly optional, this, in the case of young men who have had the training of the Gymnasias, (superior in some respects to that of our colleges,) and are now entering on their professional studies, would be a very different affair from what it is to turn a band of untaught boys into a college course, to cull out studies to their liking, or according to their incompetent judgments.

But are the studies of the University optional with the student ? An affirmative reply gives a very erroneous impression to the American student. Practically, to the great mass of students, they are not. We have seen that it is not optional whether the student have a thorough knowledge of the Latin and Greek languages in order to enjoy the benefits of the University. When in the University, the student may take his own time, and, with some exceptions, his own order of studies ; he may, at his choice, extend his pursuit collaterally. But a certain prescribed course for each profession he must attend, in order to be admitted to examination. That examination, too, is of the most rigid searching character ; and on his passing it, his hopes for life depend. These courses, in the several professions, are called *Brod Collegia*, because "a man's future bread depends on having attended them."

In practice there is therefore a necessity, and that of the sternest kind, imposed upon the great mass of students to pursue most thoroughly a certain established routine according to its nature. As the University belongs to the Government, this necessity is imposed, not through the laws of the University, but by its own direct requisitions in its various posts of honour and profit. It is done thus :

All stations of honour or emolument, all public employments in church and state, from that of statesman down to that of village teacher, are the gift of the Government. It thus holds almost every avenue to distinction and success.

For these posts it rigidly prescribes its course of preparatory study. A man cannot be an officer of state, a teacher in a higher institute, a physician, a lawyer, or a preacher, unless he has been at a University. "This is a question which, if answered in the negative, precludes all other questions. The only exceptions are in the case of village schoolmasters, and the department of the mines ; for both of which there are special seminaries, which take the place of the University course." [Robinson.]—For each of these employments the student must study the prescribed course and sustain a severe examination ; if he fails in examination, one more opportunity is allowed him, when, if he fails again, his hopes are at an end. As comparatively few of the students can subsist on their own resources for life, but more than nine-tenths of them are looking to some situation in the gift of the state, the extent of their option is this—study this course or starve. The stimulus has no parallel in this country. The Government prescribes even the time of study at the University, four years for the profession of medicine, three years for the others.

Is the German University a cheap, self-supporting Institution ? No ; it is endowed with royal, and, in that country, almost incredible munificence. The University of Berlin occupies an immense building, formerly the palace of King Henry : has a large botanical garden, vast and expensive collections in the various departments of Natural History, Anatomy, &c. ; has the use of the Royal Library of 400,000 volumes, and besides ample supplies for occasional wants, receives an annual appropriation of \$60,000 from the Government. Every thing is on a scale proportional. The University of Bonn and Halle each receive \$56,000 annually from the state. Bonn also occupies a palace, has its botanical garden, its Cabinets. Not to go further into detail, some idea of a German University and the scale on which it is conducted may be had from the single item of their Libraries. That of Gottingen contains 360,000 volumes ; that of Reslau, 250,000 ; that of Heidelberg, 200,000 ; Tubingen 200,000 ; Munich 200,000 ; Leipsic 112,000 ; Erlangen 100,000.

The above facts being drawn from the statements of Dr. Robinson in the *Biblical Repository*, from the *Bibliotheca Sacra*, the *Encyclopaedia Americana*, and other authentic documents, may be relied upon.

THOUGHTS ON THE CAUSES AND RESULTS OF INDIVIDUAL AND NATIONAL ENLIGHTENMENT.

[BY A CORRESPONDENT.]

(Continued from Vol. III., Page 172.)

While the external circumstances of life among which every one necessarily exists, produce an increasing and unavoidable effect in moulding individual and national character ; it is also obvious, that the general tendencies of various nations are productive of marked results in the formation of character, aided by numerous physical causes, whose action may be traced through the history of races. The maritime pursuits and commercial character of a people are usually the result of the physical features that mark the country they occupy ; the simple quietness of agricultural pursuits usually stamps the popular character with corresponding features, and the harsh and stern, though often sublime scenery of a land of mountain and of flood imparts to its possessors the bold and daring habits of the huntsman and the warrior. Various races also often retain, apparently by hereditary descent, peculiar traits and tendencies under great variations of external circumstances. A restless energy of purpose, and anxious desire for improvement, will urge to perpetual change one body of colonists in a strange territory, while another similarly situated will plod through centuries of smiling contentment without a thought of alteration.

The question is not now, which will be the most happy or virtuous ; but which will have the better chance of obtaining the larger share of the general enlightenment making its unavoidable progress through the world.

In ancient times when the "people" did not exist, save as a mass of human animals, to be driven to the farm, the forest, or the field of blood, at the pleasure of their owners, the idea of a direct means of instruction, with a view to their elevation, intellectual or political, could never have been thought of. Even the Spartans who certainly framed a system of popular education, had evidently in view the elevation of the state only, as a military or political power ; the training afforded to the people was exclusively with a view to the performance of certain duties wisely deemed effective in supporting the then existing state of things ; the moral man was utterly neglected and even degraded, while the citizen was carefully formed ; personal character was altogether sacrificed to the upholding of a governmental machinery.

Through the long gloom of the dark ages, the masses of the nations of the earth, reared and matured under an atmosphere of discord, ignorance, and blood, could scarcely hope for aid in the path of intelligence, even if they knew its value ; but what will be said to certain "wealthy philosophers" of the nineteenth century, who would still close up that path, as leading to mischief, when pressed by the foot of the artisan or the labourer ? That the ignorant or depraved should neglect the offered advantage from its presumed expense in time or money, from a sluggish indifference to all improvement, or from that unhappy "let-well-enough-alone" principle, that has chained so many of the sons of labour to the rock of their fathers' ignorance, is not to be wondered at. But that the educated man, the man of estate and standing, the patron of refinement and elegance, whose whole enjoyment and happiness are necessarily, more than those of others, bound up with, and dependent on, the firmness and strength of the bands of social polity, that such a one should cry down the truest and soundest means of upholding the fabric, might well be esteemed a prodigy past belief, were we not well aware of the existence of such an anomaly. The opinions of such persons are utterly undeserving of refutation. Though many, however, do not go to such extreme lengths, they are yet perfectly apathetic on the subject. It is difficult to get the unenlightened mass to weigh prospective benefits. They can see an immediate result, but they cannot look forward. Laws must be made to restrain the vicious, punishments inflicted to deter them, and life and property must be protected. These are direct necessities, and they can acknowledge the expediency of contributing to the support of an expensive machinery to ensure the results on which social peace and comfort directly depend. Such are the means of cure and they must be applied. But is the same care evinced as regards the means of prevention ? Certainly not. It is only within the last half century that even the most enlightened statesmen appear to have thought the prevention of crime a principle de-

servicing of consideration. Not many years have passed since the laws of England were based exclusively on the necessity of punishment, while every circumstance was left untouched which might have exercised an influence in preventing the offence. Nay, further; many of the arrangements for internal government were of such a character as to elicit all the evil and repress all the good. Is an example wanted? Prison discipline, at least up to a late period, suffices. This is one instance only, in which an education of vice instead of moral and intellectual enlightenment has been provided by authority. Many others might be adduced, but it is unnecessary.

We have now at length learned, that the great means of national moral elevation is direct instruction, and that the arrangement and management thereof are as much the duties of the statesman, as any consideration of internal government or foreign policy. Such an education or system of instruction must be of the most general character, unfolding the intellectual powers, elevating the moral sentiments, training the heart to piety, forming the child for his duties here and hereafter. Of course to be in all respects practical and worthy, it can never be of a special or limited character. This education of a nation, this developing of the mind, which is the real aim of education, is not an idea to be rejected or entertained, to be cast aside or acted on, according to the peculiar circumstances of that mind. It is a matter that *must be dealt with*. The intellectual portion of man is there; it must be guided, trained, regulated, taught. The talent is entrusted to society, and it must not be thrust aside under a napkin. I say that we incur a tremendous responsibility, when we dare to neglect that portion of man, which ennoble him while here, and which, after it is freed from the body, passes off into the immensity of eternity to fulfil the destinies assigned to it by its Creator. This is a question which cannot be silenced; the nations of the world, most of the civilized ones at least, have, during the last fifty years, discovered and acknowledged its existence, and having done so, they must act on that acknowledgment. Society even on the most selfish grounds can readily discern the benefits to be obtained by the instruction of those who compose it. This question of education is thoroughly and preëminently general, and affects all classes of society—the prince and the peasant. Its great principles are the same in all classes; and to these chiefly the education of the masses is more particularly limited. When, however, we pass beyond popular education, in the common acceptance of the term, then commences that special education, based, of course, on the great general principles already alluded to, but varying in its details, in order to mould and direct the character of sections of society for particular pursuits. The intellect, man's special mark, that gift by which he rises above the lower animals, in right of which he is a sentient being, and however frail and guilty, enters into communion with his God, must not be neglected even in the lowest grade. Unfortunately, though knowledge multiplies itself, ignorance begets ignorance, and few are so difficult to be persuaded of the advantage of knowledge, as those who never tasted its benefits. In fact, one of the most essential steps for the complete success of any scheme of popular instruction is to secure in its aid the active co-operation of all parties, more particularly the people themselves; and few experiments in connexion with the subject are more discouragingly painful than the attempt to thrust the boon of learning on the ignorant and apathetic.

All who enter into the social compact are bound to a certain line of conduct with reference to their fellows under the same compact, and are subject to certain penalties inflicted by society for any breach of their agreement. In a nation, a social body composed of many millions, there are always those requiring to be coerced to the performance of this compact. Society is consequently empowered both to impose penalties and provide preventive measures. Is popular education a great preventive measure, is society bound to provide it for those who must otherwise be without it? Some have gone so far as to say that this measure should be compulsory. It certainly is compulsory on society to propound it, nor can there be any doubt, that all parents are morally bound to provide education for their offspring. In some countries, and those boasting of the freest constitutions, this obligation is discussed as one that might justly be made the subject of legal enactment. I mean to observe that it has been made a question, whether the parent, who neglects to educate his offspring, should not be treated as a criminal, and punished as such by the criminal laws. Most certainly the parent who neglects this great duty does much to forward vice and obstruct virtue, and is as

clearly criminal in his conduct as he who brands himself as a felon by a direct breach of law. Is there not a fault somewhere when we find so many ignorant of this great fact? How often do we see the most active opposition given to efforts in favour of popular education on the part of those for whom it is specially intended. The very persons, who will use the most strenuous exertions in pursuit of the most trifling pecuniary gain, will treat with apathetic indifference or direct hostility all measures of improvement in a matter so immeasurably more important. It might be considered scarcely consistent with true liberty to meet this apathy with legal enactments of a coercive character. The true remedy will consist in the gradual enlightenment of the people; as that enlightenment spreads, the necessity of it will become more generally apparent; the want of it will be more felt, and the apathy or hostility succeeded by energy and anxiety.

The evils, however, of this apathy are incalculable. They are exhibited in the selection of unfit teachers and school-houses, and insufficient apparatus and books; in the appointment of incapable local authorities, and above all, in that species of general indifference sufficient to chill the enthusiasm of the most energetic teacher.

It must be considered an undoubted fact, that every one in the community should be moral and religious, and should have his intellect trained to the contemplation of truth, and familiarized with the order and beauties of nature. No possible condition or arrangement of society can affect our wishes and anxieties on this point. The fact then for any society to consider is, that the educable portion belonging to it consists of so many, and that true policy demands that the minds of that portion shall grow up in strength and freedom, unfettered by ignorance and prejudice, and unrepressed by surrounding circumstances in their pursuit of piety and virtue. The universality, then, of any system of national education must be such as to be unencumbered by any reference to special social conditions, and applicable to all grades of society and all sections of the community. Those powers and sentiments should be developed in infancy, which are afterwards to sway and control the actions of the grown man; and, much as this principle has been neglected by society, the very increase of order and legality in most of the civilized nations of the world is a direct proof that it is gradually producing, to some extent at least, a sensible result. The masses of nations have been left for so many centuries, in some instances so completely, without any efforts for their moral and intellectual elevation, and in others with attempts of so futile and insufficient a character, that it would seem, as if there were some instincts of a loftier nature in man's character, which, exclusively of circumstance, were capable of realising an order of their own. The advance of nations in order and civilization, independently of any direct efforts for their instruction in religion and morality, would lead to the opinion, that there are in operation some resistless agencies capable of producing such a result, though accompanied often by a greater degree of refinement, so to speak, in depravity and vice. The elevation of man, not considered in an isolated point of view, but contemplated with reference to his duty to his Creator, a view which in reality includes all even the most minute of his social relations, is or should be the true end of the educator; and in attempting to attain this end, the educator only guides, directs, and, above all, completes those agencies already unavoidably in action.

One of the most generally acknowledged means of leading in the right direction these unassisted and almost unconscious efforts of unenlightened masses for their own moral elevation is the direct instruction afforded through the instrumentality of great systems of public education; and thus such systems should be the result of the most careful enquiry, examination, and consideration, by persons possessed of the requisite experience, information, and intelligence. The broadest general views are essentially requisite in dealing with such a subject. All this is indeed now generally acknowledged, though unfortunately often not acted on. But how stands the case as regards the subordinate agents in carrying out such plans? Is their fitness always looked to; even in the very highest departments of such a scheme, the suitability of the agent is seldom weighed beyond the requirement of a certain amount of information regarding the particular subject to be handled, and a reasonable degree of quiet morality of life. Are the general tendencies and tone of the mind considered; the amount of general information taken into account; the demeanour and habits of life, and, above all, the power of communicating knowledge, ever considered? I fear but

seldom. Hence, we often meet lecturers who cannot lecture, and professors who cannot teach. How often have there appeared men celebrated for special literary attainments, whose other deficiencies were such as to render their efforts as teachers utterly worthless and sometimes worse. Among the higher grades of the profession of teaching there must necessarily exist a certain amount of intellectuality, which usually, though not always, prevents these defects becoming so glaring as they otherwise would. Still those who have visited many of the universities and colleges that exist at the present day, need not task their recollection much to recall the criticisms of students often indicative of very strong opinions regarding the capability of their teachers to communicate knowledge. In such cases, however, the evil, where it exists, is of comparatively less moment, because the age and intelligence of the students are to some extent an antidote to the mischief; but with the teacher of the primary school whose office, though humble, is so vastly important in any system of popular instruction, the neglect on this point is too often equally general and inconceivable. In the generality of professions, the public are content in most countries to consent to the establishment of a legal guarantee of individual fitness for the exercise of such professions; but in that of the school teacher, one of the most difficult, as well as the most important, this safeguard is too often over-looked. Very many persons usually unacquainted with literature, and certainly totally inexperienced in school management and the art of teaching, undertake without reflection to decide on the merits of schools and systems, by the strength of their own judgment. The most ignorant parent will unhesitatingly remove his child from a school, because, forsooth, the teacher, who may possibly be highly accomplished in his profession, may not have called upon that child to "say as many lessons" in the day, as the parent in his wisdom may think necessary. In fact, all parties, learned and unlearned, skilled and unskilled, pass a judgment on the subject, and what is worse, act on that judgment, often so as to effect a great public injury. Now, let any intelligent teacher record his opinion on such a state of things. Has his efficiency ever been impeded, his temper galled, and his duties made a source of pain, instead of pleasure, by such a system? How often may the very estimate of his professional qualifications be based on the verdict of those to whom he knows himself superior, and who, however intelligent in other matters, are, in nine cases out of ten, quite unfit from previous inexperience to form an opinion on the subject. Is the profession of the school teacher, take even the very lowest grade, as important, or is it not, as any of the learned professions? I assert most emphatically that it is. On him mainly lies the duty of forming the character and guiding the tendencies of the bulk of a nation. Take Canada, for example, apart from the duty of the most important of all, the Minister of the Gospel, on whom rests the responsibility of training up the youth of a large proportion of the population, but on the common school teacher? Are those who attend such schools of no importance in the state? They are of the greatest. In a great degree even now, and shortly, I trust, in a much greater, they supply the elements of a most valuable portion of the community, the middle rank. In other professions the species of interference, I have alluded to would not be tolerated for an instant; none obtain an entrance into them without a legal verdict as to their fitness by persons sufficiently acquainted with the mysteries of that profession to enable them to form a correct estimate. But in school teaching, we presume that there is no mystery—all is clear and plain—you have only to sit down and teach. I ask any skilful practical teacher, whether he has not obtained his skill by years of practice and study; does not every hour's contemplation of the subject afford him additional light, and open up to him new and improved views? In fact the mere mechanism, organization, and discipline requisite for the management of a large common school are such as to require long practice, and a considerable share of tact and information.

There is much more to be said on this subject, but I have already extended these observations to too great a length, and I shall therefore hope for an opportunity of resuming them in a future number.

X.

GREAT MEN.—The whole history of great men, says Cousin, gives this result: that they have been taken by others, and have taken themselves for the instruments of destiny—for something fatal and irresistible—e. g. Cyrus, Alexander, Attila, Napoleon, &c.—*Am. Review, May, 1843.*

Miscellaneous.

THE POETRY OF POPE.

The Right Honourable the Earl of Carlisle lately delivered a Lecture on "The Poetry of Pope." A London paper remarks:—the "Poetry of Pope" was presented to the audience, in an ingenious and popular style. There was industry and art in the setting of these gemmed lines; the household familiarity of which was cited by the lecturer as a "general testimony to the reputation, if not to the merit, of the poet, Pope."

"When there has been a pleasant party of people, either in a convivial or intellectual view—I wish we might think it of our meeting this evening—we say that it has been—

'The feast of reason, and the flow of soul.'

How often are we warned—I have sometimes even heard the warning addressed to Mechanics' Institutes, that—

'A little learning is a dangerous thing.'

How often reminded,

'An honest man's the noblest work of God.'

Or, with nearly the same meaning,

'Who taught the useful science to be good.'

There is a couplet which I ought to carry in my own recollection—

'What can ennoble sots, or slaves, or cowards?
Alas! not all the blood of all the Howards.'

It is an apt illustration of the offices of hospitality,

'Welcome the coming, speed the going guest.'

How familiar is the instruction,

'To look through nature, up to nature's God.'

As also the rules with reference to composition,

'The last and greatest art—the art to blot;
'To snatch a grace beyond the reach of art.'

And then as to the best mode of conveying the instruction,

'Men must be taught as if you taught them not.'

There is the celebrated definition of wit,

'True wit is nature to advantage dressed,
What oft was thought, but ne'er so well expressed.'

Do you want to illustrate the importance of early education? You observe,

'Just as the twig is bent, the tree's inclined.'

Do you wish to characterize ambition somewhat favourably? You call it,

'The glorious fault of angels, and of gods.'

Or describing a great conqueror,

'A mighty hunter, and his prey was man.'

Do you seek the safest rule for architecture or gardening?

'Consult the genius of the place in all.'

Are you tempted to say anything rather severe to your wife or daughter, when she insists on a party of pleasure, or an expensive dress? You tell her,

'That every woman is at heart a rake.'

And then, if you wish to excuse your own submission, you plead,

'If to her share some female errors fall,
Look on her face and you'll forget them all.'

How often are we inclined to echo the truth,

'That fools rush in where angels fear to tread.'

And this, too,

'That gentle dullness often loves a joke.'

Who has not felt this to be true?

'Hope springs eternal in the human breast;
Man never is, but always to be blest.'

When an orator, or a parliamentary candidate—in which last capacity I have often appeared before some of you—wishes to rail at absolute governments, he talks of

'The monstrous faith of many made for one.'

Then there are two maxims, one in politics and one in religion, which have both been extremely found fault with, but the very amount of censure proves what alone I am now attempting to establish, not the truth or justice of Pope's words, but their great vogue and currency—

'For forms of government let fools contest;
Whate'er is best administered is best;
For modes of faith let graceless zealots fight;
It is can't be wrong whose life is in the right.'

EXTRACT FROM A POEM DELIVERED AT THE DEPARTURE OF A SENIOR CLASS OF YALE COLLEGE.

BY N. P. WILLIS, ESQ.

We shall go forth together. There will come
 Alike the day of trial unto all,
 And the rude world will buffet us alike.
 Temptation hath a music for all ears;
 And mad ambition trumpeteth to all;
 And the ungovernable thought within
 Will be in every bosom eloquent;—
 But, when the silence and the calm come
 on,
 And the high seal of character is set,
 We shall not all be similar. The scale
 Of being is a graduated thing;
 And deeper than the vanities of power,
 Or the vain pomp of glory, there is writ
 Gradation in its hidden characters.
 The pathway to the grave may be the same,
 And the proud man shall tread it, and the
 low,
 With his bowed head, shall bear him com-
 pany.
 Decay will make no difference, and Death,
 With his cold hand, shall make no dif-
 ference;
 And there will be no precedence of power,
 In waking at the coming trump of God;
 But in the temper of the invisible mind,
 The godlike and undying intellect,
 There are distinctions that will live in
 heaven.
 When time is a forgotten circumstance!
 The elevated brow of kings will lose
 The impress of regalia, and the slave
 Will wear his immortality as free,
 Beside the crystal waters; but the depth
 Of glory in the attributes of God
 Will measure the capacities of mind;
 And as the angels differ, will the ken
 Of gifted spirits glorify him more.
 It is life's mystery. The soul of man
 Createth its own destiny of power:
 And, as the trial is intenser here,
 His being hath a nobler strength in heaven.

What is its earthly victory? Press on
 For it hath tempted angels. Yet press on!
 For it shall make you mighty among men:
 And from the cry of your eagle thought,
 Ye shall look down on monarchs. O,
 press on,
 For the high ones and powerful shall come
 To do you reverence; and the beautiful
 Will know the purer language of your brow
 And read it like a talisman of love!
 Press on! for it is godlike to unloose
 The spirit, and forget yourself in thought;
 Bending a pinion for the deeper sky,
 And, in the very fetters of your flesh,
 Mating with the pure essences of heaven!
 Press on!—"for in the grave there is no
 work,
 And no device."—Press on! while yet ye
 may!

So lives the soul of man. It is the thirst
 Of his immortal nature; and he rends
 The rock for secret fountains, and pursues
 The path of the illimitable wind
 For mysteries—and this is human pride!
 There is a gentler element, and man
 May breathe it with a calm, unruffled soul,
 And drink its living waters till his heart
 Is pure—and this is human happiness!
 Its secret and its evidence are writ
 In the broad book of nature. 'Tis to have
 Attentive and believing faculties;
 To go abroad rejoicing in the joy
 Of beautiful and well created things;
 To love the voice of waters and the
 sheen,
 Of silver fountains leaping to the sea;
 To thrill with the rich melody of birds
 Living their life of music; to be glad
 In the gay sunshine, reverent in the storm:
 To see a beauty in the stirring leaf,
 And find calm thoughts beneath the whis-
 pering tree;
 To see and hear, and breathe the evidence
 Of God's deep wisdom in the natural
 world!
 It is to linger on "the magic face
 Of human beauty," and from light and
 shade
 Alike to draw a lesson; 'tis to love
 The cadences of voices that are tuned
 By majesty and purity of thought;
 To gaze on woman's beauty, as a star
 Whose purity and distance make it fair;
 And in the gush of music to be still,
 And feel that it has purified the heart!
 It is to love all virtue for itself,
 All nature for its breathing evidence;
 And, when the eye hath seen, and when
 the ear
 Hath drunk the beautiful harmony of the
 world,
 It is to humble the imperfect mind,
 And lean the broken spirit upon God!

Thus would I, at this parting hour, be
 true
 To the great moral of a passing world.
 Thus would I—like a just departing child,
 Who lingers on the threshold of his home—
 Remember the best lesson of the lips
 Whose accents shall be with us now no
 more!
 It is the gift of sorrow to be pure;
 And I would press the lesson: that, when
 life
 Hath half become a weariness, and hope
 Thirsts for serene waters, go abroad
 Upon the paths of nature, and, when all
 Its voices whisper, and its silent things
 Are breathing the deep beauty of the world,
 Kneel at its simple altar, and the God
 Who hath the living waters shall be there!

THE ABSENCE OF MORAL COURAGE IN PROMOTING POPULAR EDUCATION.

A VISION.

We select from a recent number of DICKENS' *Household Words*, the following exquisite satire upon the disinclination evinced by successive Governments to provide a comprehensive and generous system of popular education for the intellectually starving masses of the people of England. Its application to individual apathy in the great work of national education is no less pointed and severe:

I saw a mighty Spirit, traversing the world without any rest or pause. It was omnipresent, it was all powerful, it had no compunction, no pity, no relenting sense that any appeal from any of the race of men could reach. It was invisible to every creature born upon the earth, save once to each. It turned its shaded face on whatsoever living thing, one time; and straight the end of that thing was come. It passed through the forest, and the vigorous tree it looked on shrunk away; through the garden, and the leaves perished and the flowers withered; through the air, and the eagles flagged upon the wing and dropped; through the sea, and the monsters of the deep floated, great wrecks, upon the waters. It met the eyes of lions in their lairs, and they were dust: its shadow darkened the faces of young children lying asleep, and they awoke no more.

It had its work appointed; it inexorably did what was appointed it to do; and neither sped nor slackened. Called to, it went on unmoved, and did not come. Besought, by some who felt that it was drawing near, to change its course, it turned its shaded face upon them, even while they cried, and they were dumb. It passed into the midst of palace chambers, where there were lights and

music, pictures, diamonds, gold and silver; crossed the wrinkled and the grey, regardless of them; looked into the eyes of a bright bride, and vanished. It revealed itself to the baby on the old crone's knee, and left the old crone wailing by the fire. But, whether the beholder of its face were, now a king, or now a labourer, now a queen, or now a seamstress; let the hand it palsied, be on the sceptre, or the plough, or yet too small and nerveless to grasp anything; the Spirit never paused in its appointed work, and, sooner or later, turned its impartial face on all.

I saw a minister of state, sitting in his closet; and, round about him, rising from the country which he governed, up to the eternal heavens, was a low dull howl of ignorance. It was a wild, inexplicable mutter, confused, but full of threatening, and it made all hearers' hearts to quake within them. But, few heard. In the single city where this minister of state was seated, I saw thirty thousand children, hunted, flogged, imprisoned, but not taught—who might have been nurtured by the wolf or bear, so little of humanity had they, within them or without—all joining in this doleful cry. And, ever among them, as among all ranks and grades of mortals, in all parts of the globe, the Spirit went, and ever by thousands, in their brutish state, with all the gifts of God perverted in their breasts or trampled out, they died.

The minister of state, whose heart was pierced by even the little he could hear of these terrible voices, day and night rising to heaven, went among the priests and teachers of all denominations, and faintly said:

"Hearken to this dreadful cry! What shall we do to stay it?"

One body of respondents answered, "teach this!"

Another said, "teach that!"

Another said, "teach neither this nor that, but the other!"

Another quarrelled with all the three; twenty others quarrelled with all the four, and quarrelled no less bitterly among themselves. The voices, not stayed by this, cried out day and night; and still, among those many thousands, as among all mankind, went the Spirit who never rested from its labour; and still, in brutish sort, they died.

Then a whisper murmured to the minister of state:

"Correct this for thyself. Be bold! Silence these voices, or virtuously lose thy power in the attempt to do it. Thou canst not sow a grain of good seed in vain. Thou knowest it well. Be bold, and do thy duty!"

The minister shrugged his shoulders, and replied, "It is a great wrong—BUT IT WILL LAST MY TIME." And so he put it from him.

Then, the whisper went among the priests and teachers, saying to each, "In thy soul thou knowest it is a truth, O man, that there are good things to be taught, and stay this cry."

To which, each answered in like manner, "It is a great wrong—BUT IT WILL LAST MY TIME." And so he put it from him.

The Spirit, with its face concealed, summoned all those who had used this phrase about their time, into its presence. Then, it said, beginning with the minister of state:

"Of what duration is *your* time?"

The minister of state replied, "My ancient family has always been long lived."

"And you," said the Spirit to the priests and teachers, "what may *your* time be?"

They answered that they believed they were so strong, that they should number many more years than three score and ten.

"But every man, as I understand you, one and all," said the Spirit, "has his time."

"Yes!" they exclaimed together.

"Yes," said the Spirit; "and it is—ETERNITY! Whosoever is a consenting party to a wrong, comforting himself with the base reflection that it will last his time, shall bear his portion of that wrong throughout ALL TIME. And, in the hour when he and I stand face to face, he shall surely know it, as my name is Death!"

It departed, turning its shaded face hither and thither, as it passed along upon its ceaseless work, and blighting all on whom it looked.

Then went among many trembling hearers the whisper, saying, "See, each of you, before you take your ease, O wicked, selfish men, that what will 'last your time,' be just enough to last forever!"

PRACTICAL HINTS TO TEACHERS—READING.

It has often justly been observed, that very few persons read well. To read simply and naturally, with animation and expression, is indeed a high and rare attainment. To attain a correct pronunciation, a proper tone of voice, and the right inflections, such as will convey clearly to the minds of those who listen, the real sentiments and ideas which the writer intended should be conveyed, is a degree of perfection in the art of reading that few, very few, ever arrive at.

Besides, what is by many called *good reading*, is far from it. We mean that which calls the attention of the listener from the subject of the discourse, to the supposed taste and skill in pronouncing it. As the best window is that through which the light passes most freely, and affords the most natural view of the landscape without, so is he the best reader who brings before us the mind of the author, unencumbered by the tints and tracery of his own style and manner. Still, it must be remembered that with most persons reading is an art. The best readers are those who have most diligently studied their art; and yet studied it so well that you can scarcely perceive they have studied it at all. You so thoroughly understand, and so sensibly feel the force of *what* they read, that you never think *how* they are saying it.

The principal reason why there are no more good readers is owing to defects in education. The error begins with teaching the alphabet. This is often an unmeaning exercise; nay, in the great majority of schools it is a tedious affair to children. The child is called out and required to repeat the alphabet from A to Z, and from Z to A, alternately, day after day, week after week, and, in many instances, this is continued for months; after which the pupil is set at reading "bla, ble, bli,"—those unmeaning and worse than useless monosyllables. Instead of this the child should be taught ideas, and words which convey ideas, at first. For example; at the first lesson the pupil may be taught the letter *o*, then the letter *x*, and next the word *ox*. At the second lesson he may be taught *a*, *e*, and then the word *axe*; or *b* and *y*, which, with *o*, learned at the first lesson, forms the word *boy*. Thus he learns words that convey thoughts to his mind, and from the conversation of the teacher concerning them, and the questions asked, he finds, at the first lessons, that learning the alphabet, and learning to read, are not dull, monotonous, meaningless tasks. He becomes at once interested; hence can not fail to improve rapidly.

It is during the early training of children that the greatest fault in teaching reading consists. Bad habits then formed are exceedingly difficult to get rid of. But as teachers will not only have scholars who have not been taught at all, but those who have been taught badly, the inquiry naturally arises, "How can we make good readers of those who now read *badly*, as well as those who cannot read at all?" In reply, we give a few rules, which, if observed, will be of much service in suggesting modes of teaching reading successfully. [The "Spelling Book Superseded" might also be consulted with advantage.—Ed. Jour. of Ed.]

Be sure that the pupil thoroughly understands what he reads. Probably there can be no one direction given, which is of more importance, especially in teaching children, than this. Attention to it will sweep away those unmeaning combinations before alluded to, such as "blo, blu, dac, hec," and all the rest of this ridiculous tribe, found in nearly every spelling-book. It is in reading these that a habit is formed of separating the sight and sound of words from the sense; and this habit once formed, clings to the mind long after the years of childhood have passed away.

Here, then, while teaching the first principles of reading, is the place to commence the observance of the above rule. This is absolutely essential to success. Indeed, it is during the child's first instruction that the habit of fully comprehending in the mind that which is presented to the eye, must be formed. So with the more advanced pupils, if you would have them read well, *they must understand what they read*. How can a person be expected to express the language of a thought properly, if he does not comprehend the thought itself? If, therefore, you would have a sentence well read, read so as to be understood and felt by the hearer, take care that the reader himself both understands and feels it.

Remember that the tones and emphasis which we use in conversation are those which form the basis of good elocution. Children should therefore be instructed to read as they talk; particularly in

regard to emphasis and inflection. But there are some children who talk so badly that they can scarcely be understood. This is owing to defects in articulation. To remove this habit, we know of no better way than thorough drilling in uttering the elementary sounds of the language. This may be practiced, at first, by the class in concert, then by each pupil singly.

The first exercise should be pronouncing the word, then the vowel sound in the word, as follows: ale, a; arm, a; all, a; at a; eat, e; bet, e; ice, i, etc. Then the sub-vocals should be spoken in the same manner, thus: ebb, b; odd, d; him in; buzz, z. Then the aspirates: up, p; it, t; sin s; thin, th. When these have been well learned, words should be pronounced and spelled by sounds as: m...a....n—man; d...a—day, e...t—eat. These exercises will give command of the organs of articulation, and teach the habit of speaking distinctly.—*Student*.

HOW TO TEACH CHILDREN.

If you find an error in the child's mind, follow it up till he is rid of it. If a word is spelled wrong, be sure that the class is right before it is dismissed. Repeat, and fix attention on the exact error, till it can never be committed again. One clear and distinct idea, is worth a world of misty ones. Time is of no consequence in comparison with the object. Give the child possession of one clear, distinct truth, and it becomes to him a centre of light. In all your teaching—no matter what time it takes—never leave your pupil till you know he has in his mind your exact thought.

DIGNITY OF THE TEACHER'S EMPLOYMENT.

A large part of the present generation are employed in some capacity as teachers of the rising generation. Parents by a divine constitution and by the necessity of their relations, are teachers, and their teaching affects both the interests of the life that now is, and of that which is to come. The teachers who conduct the intellectual training in all its grades in our schools, are doing a work whose proper grandeur is little realized. The Sabbath-school teachers are working towards results, which contrast strongly with the humble and noiseless mode of their labour. The ministry is evidently a teaching office, doing as much to elevate and invigorate the common mass of intellect, as it does for moral and spiritual impression.

And next in importance to the creation of the human mind, is that work which develops the powers of thought, and adds to the stature and the strength of mind, and determines the rank which it is to hold, and the sway which it is to exert over fellow minds. In the darkness of the middle ages, the name of Abelard shone afar with a brilliant, though stained light. That prince of scholars had first and last among his pupils twenty persons who afterwards became cardinals, and more than fifty who became bishops or archbishops. Here is an illustration of the teacher's power. He who made his influence over the world to be felt through that of twenty cardinals, and fifty bishops, experienced a vast multiplication of his power for good or harm. There is a dignity more than appears to the eye, in the office of the teacher of an infant prince. It is the office of an artificer, forming the enginery that is to play upon the destinies of an empire. But that parent or teacher, who trains a child to be great in the kingdom of heaven, does a work of higher import, than he who has the education of cardinals and kings.

DERIVATION OF THE NAME CANADA.

It is ever a matter of some interest, especially to the young, to know the occasion or circumstances which may have given rise to the name of the country of their nativity or adoption; and this interest seems sometimes to be heightened in proportion to the mysteriousness of its origin. In respect to our own Province, though yet in its infancy, the origin of its name—"CANADA"—is matter of speculation for the curious; and as few of our readers are familiar with those speculations, we have thought that the following would not be out of place:

Some writers, in offering their learned conjectures on this subject, tell us that *Canada* is derived from two Spanish words, "ACA," nothing; and "NADA," here; that is, *nothing here*.

Others have advanced the hypothesis that the name "Canada" comes from the Iroquois tongue—the Indian term being *KANNATA*," a word which signifies an assemblage of houses, a city or town.

Others, again, have supposed that the name which it bears was first applied to the Colony, by the French, in honour of Monsieur CANE, a French nobleman.

A fourth conjecture, relative to the derivation of the name, Canada, is, that it comes for two Indian words, "CAN," mouth; and "ADA," the country; meaning the mouth of the country: and probably applied to the Gulf of the St. Lawrence and mistook for the name of the country.

A fifth speculation is, that "Canada" is a name derived from the Spanish "EL CAPO DI NADA," the English of which is, Cape of Nothing.—*Napanee Bee*.

DYNASTIES WHICH HAVE RULED BRITAIN.

Roman	from A. D.	55 until the year	448
Saxon Heptarchy	"	450 "	827
West Saxon	"	827 "	981
[In 827, the Kingdoms of the Saxon Heptarchy were united under Egbert, and formed the United Kingdom of England. This Kingdom has never since been disunited: but—			
"Its flag has braved a thousand years, the battle and the breeze!"]			
Danish	from A. D.	981 until the year	1042
Saxon	"	1042 "	1066
Norman	"	1066 "	1154
Saxon	"	1154 "	1399
House of Lancaster	"	1399 "	1461
" York	"	1461 "	1485
" Tudor	"	1485 "	1603
" Stuart	"	1603 "	1714
" Guelph	"	1714 "	1851

with every prospect of a protracted and happy continuance.

Since the Norman Conquest, in 1066, down to the present time, Great Britain has passed about 412 years in war, 102 years in partial warfare, and 263 years only in complete peace: the latter being but one-third of the whole period of 777 years. The total number of these wars has been about 60.

HISTORICAL ANTITHESES.

David was crowned King of Israel,	B.C.	1055
Bagdad was taken by the Turks,	A.D.	1055
Saul crowned King of Israel,	B.C.	1079
Doomsday-Book begun by William the Conqueror,	A.D.	1079
Siege of Troy,	B.C.	1172
Conquest of Ireland,	A.D.	1172
Samuel delivers Israel,	B.C.	1099
Jerusalem taken by Godfrey, of Bolougne,	A.D.	1099
Samson born,	B.C.	1155
Henry II, Plantagenet, King of England,	A.D.	1155
Semiramis, Queen of Babylon,	B.C.	1215
Magna Charta signed by King John	A.D.	1215
Gideon, Judge of Israel,	B.C.	1207
City of London incorporated,	A.D.	1207
Dedication of Solomon's Temple,	B.C.	1004
Churches first built in the Gothic style,	A.D.	1004
Foundation of Rome,	B.C.	752
Foundation of the Moorish Kingdom in Spain,	A.D.	756
The Argonautic Expedition,	B.C.	1263
First Parliament in England,	A.D.	1263
Canaan taken by the Israelites,	B.C.	1451
Constantinople taken by the Turks,	A.D.	1453
Moses brings the Israelites out of Egypt,	B.C.	1491
Ferdinand drives the Moors out of Spain,	A.D.	1491
Cadmus introduces letters into Greece,	B.C.	1493
Algebra first known in Europe,	A.D.	1494
Cadmus builds Thebes,	B.C.	1493
Columbus discovered America,	A.D.	1494
Olympic Games instituted,	B.C.	1453
End of the English Government in France,	A.D.	1453
Writing of the Pentateuch,	B.C.	1452
Engraving on Copper invented,	A.D.	1459
The Council of the Amphictyons instituted,	B.C.	1522
First Voyage round the World,	A.D.	1522
Moses born in Egypt,	B.C.	1571
Massacre of St. Bartholomew,	A.D.	1572
Joseph dies in Egypt,	B.C.	1635
The French Academy instituted,	A.D.	1635

THE INDUSTRIAL ARTS IN 1851.

Extract from the speech of His Excellency the Governor General at the annual festival of the Hamilton Mechanics' Institute, Feb. 25th, 1851:—The great and noble project emanating from the consort of Her Most Gracious Majesty, in getting up a jubilee, is now the all-engrossing topic in every part of the world, and already has had the effect of subduing party contentions, soothing down national animosities, and even of allaying the sound of the war trumpet; the invitation of the greatest Sovereign of the age is being answered from every country and from every clime, and all nations are sending forth their labour to the world's metropolis, to be exhibited in the Crystal Palace, which has been raised as it were by fairy fingers; but what is to be learnt from this great exhibition of all nations, not so much from its grandeur, splendour, magnificence and unsurpassed extent, as what must be apparent to all, the heartfelt wishes of the projector to make it tend to the enjoyment and advancement of the working classes of the community. All persons of reflection, and all classes of thinkers, must pronounce this one of the most noble and chivalrous of projects, because it is the embodiment of an honest and hearty belief in the true dignity of labour. I remember a great debate which took place in Sheffield between Lord Mahon and Mr. Roebuck, and which had a very beneficial effect, it was "Whether the mechanic derived more benefit from general reading than from studying one subject exclusively." There can be no doubt that the greater number of persons resorting to the library, go there for the purpose of general reading, and that great benefit is the result; while on the other hand, if a person devotes his studies altogether to one branch of science, be he a mechanic or artisan, having the advantage of good lectures, he may advance to the most eminent positions in society. One of the most able geologists in Scotland, was originally a quarryman, who learnt his first lessons in geology while labouring among the stones of the quarry. There is one subject which I would wish to bring before your notice, it is the wonderful discoveries which have been made, during the first half of this century, in physics and the tendency to direct the resources of the learned into this great branch of science. Some persons view this science with great alarm and distrust, as leading the unlearned into materialism and infidelity, but I have one great argument against such a view in the quarryman I before alluded to, who is not only a believer but a strong defender of the truths of the gospel; yet still it would be rash to affirm that there was no ground for apprehension, that some will not remove, in their minds, the Creator from His own works,—but there will be no danger of falling into such an error if they will but remember the first cause of all things, and keep in view the great principle that no extension of the finite can bring us nearer to the infinite. We are just after commencing on the second half of this century, which has abounded with marvellous discoveries; and we know not what the end of it may bring us,—we are as it were, like the shipwrecked mariner whose vessel has gone to pieces, leaving him naught but the fragments to cling to on the ocean's bosom, surrounded on every side by the shoreless sea, whose billows ever keep rolling on; but safety still awaits us if we will but remember and trust him whose name is "I AM THAT I AM!"

POWER OF THE POET'S PEN.

"As imagination bodies forth
The form of things unknown, the poet's pen
Turns them to shapes, and gives to airy nothing
A local habitation and a name."
Shakespeare.

HUMBLE MERIT SUCCESSFUL.—At Lincoln Cathedral there is a beautiful painted window, which was made by an apprentice out of the pieces of glass which had been rejected by his master. It is so far superior to every other in the church, that according to tradition, the vanquished artist killed himself from mortification.

GOLDSMITH'S POETRY.—The peculiar charm of Goldsmith's poetry arises from a unison of harmonious versification, natural arrangement of words, and simplicity of expression.—*Stewart's M. Phil., chapt. on Taste.*

HAPPINESS, so far as it arises from the mind itself, is always proportioned to the degree of perfection which those powers have attained.—*Ibid. Intro. § 1, p. 2.*

JOURNAL OF EDUCATION.

TORONTO, MARCH, 1851.

PROGRESS OF THE ARRANGEMENT FOR PROCURING BOOKS FOR LIBRARIES, &c.—As some anxiety is felt by many persons for the early establishment of school libraries in several parts of the province, we are happy to be able to state that the arrangements now being made by the Chief Superintendent of Schools in Europe, for a continuous supply of cheap and excellent books, are very nearly completed; and that, as soon as practicable, the necessary directions and information on the subject will be furnished through the *Journal of Education*.

From recent letters received from the Rev. Dr. RYERSON, in London, we select the following extracts relating to the objects of his mission :—

"I have nearly succeeded in completing the arrangements with Her Majesty's Privy Council Committee on Education to obtain books, maps, &c., for Canada, upon the same terms as those upon which the committee have arranged with the publishers to supply the schools aided by the parliamentary grant. To effect this arrangement the Secretary of the Privy Council Committee has had to write to every publisher, from whose list of books selections are made, to obtain his consent. All the publishers have given their consent, and the formularies of the arrangement will be completed very shortly—after which I intend to visit the educational institutions of Ireland and Scotland.

"I send you the printed paper containing the list of books, maps, &c., recommended by the Privy Council Committee, with the prices annexed, at which I can obtain them—also the printed forms of my future orders for them, with the conditions imposed by the committee in fulfilling them.

"From the list transmitted, you will see that the most valuable part of the books mentioned are published in Dublin and Edinburgh. The list embraces all the maps, as well as the best school books, &c., that are published in England and Scotland—including those of the Irish National Board. I intend to bring with me a copy of each of the publications in this list as specimens for the Department.

"I think that on my way home I shall have to select books from the lists furnished by the American publishers [application in writing having failed to accomplish the specific objects desired by the Chief Superintendent in the selection of specimens of suitable books for the libraries;] and arrange with them individually as to terms, &c., the same as I have done in London.

"Upon my return I will try and prepare for the *Journal of Education* a series of articles on the system of public instruction in France—for which I have procured ample materials in Paris. I hope to turn my present visit greatly to account in promoting education and general knowledge in Canada.

"I am more and more impressed with the immense facilities we possess in Upper Canada, and with the vastness of the field, together with what may be accomplished by prudence and exertion. The more I see of other countries, the more I love and confide in my own."

EDUCATIONAL MOVEMENTS IN THE STATE OF NEW YORK.—The free school law is now undergoing a warm discussion in the New York Legislature. An effort is being made to make the schools free, by raising a general state tax of \$800,000, which, with the school fund of \$300,000, would make *one million one hundred thousand dollars* available for teachers' salaries throughout the state!

The school committee of the assembly have reported two school bills—one by Mr. Benedict, embodying the views of the majority of the committee, and one by Mr. Burroughs, representing the opinions of the minority. The following is the synopsis of each :—

Majority Bill.—1. The common schools of the state shall be free, &c.

2. Proposes to raise \$800,000 by a state tax. Distributes one-fourth of money raised by such tax, and one fourth of all other moneys (including \$300,000, to be received from school fund,)

appropriated for school purposes, *equally* among all the districts of the state.

3. The remaining three-fourths to be distributed rateably, according to the number of children between the ages of 5 and 16 years. No district to receive any portion of the above funds unless a school has been kept open in such district for eight months, by a duly qualified teacher.

4. The balance, if any be required for the payment of teachers' wages, is to be raised by a poll tax of such an amount as will make up such balance, to be levied by the trustees of the district upon each resident of the district, entitled to vote at the school district meetings.

5. Proposes that all laws inconsistent with this Act be repealed.

6. The poll tax will vary from 30 to 90 cents, only, as estimated by the majority of the committee.

Minority Bill.—1st. A state tax of \$300,000.

2nd. That this money shall be distributed to the districts in accordance with the number of children; one-fourth, however, to be paid to districts, irrespective of population.

3rd. Appropriates \$24 to each part of a district.

4th. That the first appropriations go to the school districts which had made their returns in 1849—which were in a sound condition at that time.

5th. Any balance of money which may be required, shall be raised by rate bills,—the trustees to exempt indigent persons.

6th. Restores all the former power exercised by the State Superintendent.

7th. Provides that all moneys to be expended under this law shall go to pay teachers' wages.

We hope to be able in the next number of the *Journal* to give some of the valuable report of the committee, upon presenting the foregoing bills. Part of the Superintendent's Report, and Governor HUNT's message for 1850-1, will be found on page 46.

A state convention of the friends of free schools was held at Utica on the 26th ult. The resolutions adopted endorsed the principle that the property of the state should educate the children of the state; protested against the abandonment of the free school principle because the assessment laws are defective; approved of the tax and mode of distribution proposed by the Assembly; of keeping the schools open eight months in the year, and of raising what might be required for teachers' wages in a district in the same manner as its contingent expenses.

MISAPPLICATION OF THE SCHOOL FUND ON THE PART OF TRUSTEES.—A local superintendent writes: "In my intercourse with school sections in my own and neighbouring townships, I have discovered that trustees have been in the habit of entering into collusion with their teacher to obtain a part of the school fund. The trustees give the teacher an order for the amount due their section, when at the same time the teacher only claims a part of it, consequently the surplus comes into the hands of the trustees. I detected this in one instance in time to prevent it, and retained the overplus in the treasurer's hands until the teacher had earned it; but in another instance I paid the teacher the amount of his order before I discovered the dishonesty of the trustees to get between £6 and £7 of a fund, to which they had no right, into their hands. Perhaps it might be well to give the necessary instructions through the *Journal of Education*, in order that myself and brother superintendents may know how to act."

REMARKS: We beg to thank our Rev. correspondent for directing our attention to this design on the part of trustees to contravene the express provisions of the 40th and 45th sections of the School Act—which were intended to prevent the application of the school fund to any other purpose than the payment of teachers' salaries.

Whenever local superintendents detect any collusion, such as is referred to above, before the money is paid, we would advise them to act as our correspondent has done: if, however, the money be paid before the fraud be discovered, the local superintendent might apply to the Chief Superintendent for authority to retain a sum equal to the overplus paid to a teacher out of the next payment to the school section

concerned ; or else take effectual steps for the enforcement of the 13th or 43rd sections of the School Act against the trustees themselves or their secretary-treasurer. Local superintendents should in all cases endeavour to ascertain from the teacher, or otherwise, whether the amount claimed in the order of the trustees is legally and *bona fide* due to the teacher himself for his professional services.

PRESENT HIGHLY FAVOURED POSITION OF THE BRITISH SOLDIERS, AS REGARDS EDUCATION.—With reference to an interesting communication on this subject, which appeared in our columns a short time ago, we have much pleasure in directing the attention of our readers to the following extract, from a late English paper, on the great educational benefits derived from the *limited enlistment* system :

“The *limited enlistment bill* is a vast improvement on the old system, which was generally for life ; for now a young man may enter the service at 18, and be dismissed at 28, a perfectly educated man. This phrase is no hyperbole, for education in the army is not confined at present, as it was of yore, to the mere rudiments, sufficient to render the possessor of them capable of writing out the orders of paying a company—but embraces a well-grounded knowledge of history and geography and a competent acquirement, not only of arithmetic and mathematics, but of geometry, algebra, mensuration, and fortification, so that, on returning to “civil life,” the soldier is not compelled to fall back on the little mechanical knowledge which, peradventure, he owned before he exchanged the cobbler’s awl, or the tailor’s needle, for the musket and bayonet, but may earn an honourable existence by teaching those sciences which he has acquired in his military capacity. The difficulty which the SCHOOLMASTERS of regiments now have, is, *not the task of employment in teaching, but positive overwork, the consequence of the avidity with which the men who have joined the battalion attend the classes.* The barrack library—successful rival of the barrack canteen—towards the support of which the soldier now cheerfully pays his penny per month, convincingly proves that the desire for education has taken root in the British service ; and we trust the time is not far distant when the reproach will be removed from our army of being, in point of intellectual cultivation, so far behind the armies of France and Prussia.”

EXTRACTS FROM LOCAL SUPERINTENDENTS’ REPORTS—1850.

—As intimated in our last number, we give the following extracts from the Annual School Reports of the undermentioned local superintendents—and from other official documents received at the Education Office during the past month. The extracts relate chiefly to the gradual extension of the principle of free and universal education to numerous school sections in the several townships of Upper Canada :

Rev. James Baird, Township of Hope : “Several of the sections have resolved that the teacher’s salary shall be raised by a tax on property, and that the schools shall be free. I am pleased with this ; it is just what should be. I desire with all my heart that every school section in Upper Canada would resolve on the same.”

Rev. W. J. Macdowell, Mountain : “I may state that the trustees of many sections have taxed the division for the full amount of the teacher’s salary ; and it seems to work so well, that, in my opinion, all the other schools will be free next year. We are getting better books than heretofore ; and, on the whole, education is evidently on the advance.”

Mr. A. Fletcher, Darlington : “In accordance with the Act, a meeting of the inhabitants of school section No. 18 was held, and the free system unanimously adopted ; since which, the number of scholars has so increased that one teacher is not capable of managing them ; nor is the school room large enough ; the trustees therefore deem it necessary to provide another school—probably a female one.”

Rev. Daniel Clark, Kenyon, &c. : “It is probable that what has occurred with respect to an important public question ; the provisions of the recent excellent school Act ; and the change that is taking place in public sentiment will greatly improve the class of teachers employed. There seems to be a growing desire to procure suitable teachers, and to institute free schools, which will be a very

great public benefit, extending the privileges of a sound education to the poorest.”

Simon Newcomb, Esq., Bayham : “The people of Bayham have manifested more interest in the schools this year than heretofore. In proof of this, I may mention that sections 1, 2, 4, 7, 8, 14, 16, 17, and part 3, have decided in favour of free schools ;—these sections contain 712 children of school age. Indeed, nothing but a want of well-qualified teachers can now stop the progress of education in this township. This improvement in our school affairs, resulting from the diffusion of knowledge on educational subjects, has been chiefly effected by the circulation of your excellent periodical—the *Journal of Education.*”

Rev. Samuel Armour, Cavan : “I now commence to visit the schools, and in each, on my first visit, to deliver a public lecture, and to endeavour to have a regular series of books introduced into each school. I am fully persuaded that the present is the best school law that has been made, and will effect much good if properly carried out in all its parts.”

Andrew Cunningham, Esq., West Gwilliambury : “The section in which I live, as well as the adjacent section of Bond Head, have been made free schools this year ;—the consequence of which is, that, instead of an average of 25 or 30 pupils, there is now an average of 50 or 60 !”

Rev. Wm. Ormiston, A. B., Clarke : “The general character of the common schools in this township is rapidly improving. New and improved modes of teaching are being introduced into nearly all of them. A higher appreciation of the importance of common schools—a deeper sense of the necessity of having good ones, and a more enlarged spirit of liberality in supporting them, characterize the people—while a spirit of generous emulation, and, in some cases, of lofty enthusiasm, distinguishes the teacher : the efforts of which are already apparent in the increasing number, neatness, and progress of the pupils. I deeply regret, however, that there seems to be no little misapprehension, and much unfounded prejudice on the subject of free schools. Some sections, however, support the school entirely, either by a general tax, or by voluntary subscription. The principle is gaining ground, and must ultimately succeed. In less than ten years I believe it will be a maxim of world-wide notoriety : *that a thorough common school education is the Canadian’s birth-right.*”

Thomas J. Graffe, Esq., Welford : “There were during the year 1850, five free schools in Welford. Under the old system, in 1849, the average attendance of these schools was 150 ; but, in 1850, under the free school system, it has been 202—being an advance of 52 in favour of free schools.”

Rev. John Armour, Sarnia, &c. : “You will perceive there is one school section in Plympton, and another in Warwick, that have, at their annual meeting, determined on trying the free school system. This is a beginning here, and I think this principle will be adopted speedily in all the schools.”

Jacob Howell, Esq., Sophiasburgh : “I am well convinced that the provisions of the present school Act will give increased life and vigour to the schools.”

Rev. John McMorine, Ramsay : “The township Council at its meeting on the 3rd February last, voted £12 10s. for school libraries to be divided among the sections along with any sum which they may receive out of the £3,000 provincial annual grant. Four or five of the sections have decided to have free schools, and the rest will, I think, soon follow the example. The new law has not yet had a fair trial, but I believe it will work well.”

Robert Hamilton, Esq., Longuiel, &c. : “Four out of the five schools in operation in Longuiel have unanimously adopted the free school system.”

D. W. Freeman, Esq., Windham : “When I first brought the subject of free schools before the inhabitants of this township, at an annual town meeting, they were almost unanimous in expressing their indignation at what they considered would be a monstrous injustice. At present there are strong advocates for that system in every school section, and several of our best schools are now progressing under it.”

Charles Scarlett, Esq., Dawn : “The free school system is almost unanimously approved of in this township, and will be adopted without doubt for the future.”

James J. Macdonald, Esq., Portland, &c.: "I have much pleasure in informing you that six out of the eight schools in operation have adopted the free school system."

Thomas Higginson, Esq., West Hawkesbury, &c.: "In the schools under my charge this year, the several branches of study are taught in a more enlightened manner; the text-books are more uniform; and parents and trustees are willing to pay a higher salary for the better class of teachers; the free school system is becoming more and more general; nearly half the schools being sustained upon that plan."

Samuel Graham, Esq., Kitley: "I am happy to state that in this township education is engaging a considerable share of public attention, and that in eight sections the free school system has been adopted; and also in various sections the necessary arrangements for more commodious school houses are being made."

Rev. Isaac B. Aylesworth, Camden East: "A number of sections have, this year, adopted the free school system; others have it in contemplation."

Philip Hodgkinson, Esq., Malahide: "The new school Act gives better satisfaction than any other, and the schools are better organized now than last year."

Edwin Mallory, Esq., Fredricksburgh: "The school Act of 1849 having been found so complicated and imperative, several of the schools were closed, and the people became almost indifferent to education; but I am happy to add that the new school law has given a fresh impetus to the people of this locality, and some of the sections have already availed themselves of the noble provision made therein for establishing free schools."

J. A. Murdock, Esq., Drummond, &c.: "I am happy to state that the question of free schools has deeply engaged the attention of the public in this quarter. Last year a few school sections made the experiment of raising the rate bill by taxation, and the result which followed the bringing out the children to school, and the facility afforded the trustees in settling with their teacher, has been the means of inducing a great many school sections to adopt this mode of making up the teachers' salaries for 1851."

Rev. R. Wallace, West Oxford: "I find an increasing interest in the subject of free schools, and I am aware that it is the intention of some gentlemen to endeavour to introduce the free school system generally throughout the County of Oxford. We have some free schools already in operation. In one case, however, a difference of opinion exists as to whether persons above 18 and under 21 years of age should attend free. Have the kindness to state the law and the views of your office on the subject in the *Journal of Education*. [The law requires trustees to permit all residents in their school "section between the ages of 5 and 21 years to attend the school, so long as their conduct shall be agreeable to the rules of such school," and so long as the free school or other rate shall be paid by them or on their behalf. *Ed. J. of Ed.*] I am happy to be able fully to approve of the general features of the present school Act. I have by me several of its predecessors, and, it is, in my opinion, a decided improvement upon them."

Dr. John Finlayson, Nichol, &c.: "The subject of free schools has been pressed upon the attention of the trustees and others of this township in the superintendent's annual lecture. In the contiguous township of Woolwich, there is one free school in operation."

John Walton, Esq., Peel, &c.: "I am happy to report that two of our sections have free schools, and it appears to me that their example will soon be followed by many others."

Rev. Wm. Hay, Burford: "I have great pleasure in stating that the system of free schools is rapidly gaining ground in this township. The great advantages attending free schools are becoming every day more apparent, in the increase of attendance, the comfortable and well-furnished school house, and in the little trouble connected with the system when compared with others."

Thomas Vanston, Esq., Escott: "The present school Act I find is decidedly better than any other heretofore, and will calculated to give education to a certain class who had been heretofore deprived of it on account of poverty or limited circumstances: I mean in the privilege or choice of free schools, which increase beyond the most sanguine expectations. I find where they are established the school houses are filling up."

Hugh R. McGillis, Esq., Cornwall: "The frequent changes in the school Act did not tend to benefit the establishment of good schools in many parts up to this year; but now the people begin to understand the law better. It cannot be surpassed if properly acted upon. I cannot but admire the skill and talent that have been displayed in framing the new school Act. I was myself a trustee from 1843 up to last year, and it actually did bid me defiance to have a good school established upon anything like a permanent footing until the new Act passed. I undertook the office of superintendent with no other view than to reconcile parties formerly at variance, and I have the satisfaction to state that I succeeded far beyond my sanguine expectations."

ON SOME OF THE COLLATERAL ADVANTAGES WHICH MAY BE DERIVED FROM A WELL-ORGANIZED SYSTEM OF PUBLIC SCHOOLS.

[COMMUNICATED.]

The special object of school instruction is to prepare individuals for the duties of after life. The annual sums devoted to this purpose, by those nations whose general progress is at all commensurate with that of the age, forms a very important item of expenditure. In Upper Canada, the disbursements last year, on account of education, could not have been less than eight hundred thousand dollars, or at the rate of about one dollar for each inhabitant. If we suppose, that throughout the United States and British America, the annual outlay for the same purpose averages one dollar per head, we shall have a sum total of twenty-three million dollars expended in 1850, on account of education alone. It is highly probable that this sum does not represent the actual outlay, it is nevertheless sufficiently indicative of the importance attached to education, and of the great care which should be devoted to all disbursements for that purpose, in order that the greatest amount of available good may be derived from them. The public at large take little interest in the method and subjects of instruction, which obtain in private schools and colleges, as long as they are not directly opposed to morality and good government. With state or public schools, the case is widely different. The public have a direct interest in what they assist so materially in establishing and maintaining. Every man wishes to get a dollar's worth for the dollar he expends. In past days of obsolete legislation, it was not the custom for men holding official stations, to give to the world the details of the expenditure of the moneys committed to their charge. Now, however, every man that is taxed thinks he has a right to know how the general funds to which he contributes are expended; and he also demands as a right, that all disbursements of public money shall be made in such a manner, as will most conduce to the good of society. The collateral advantages which may be made to flow from a well-organized system of public instruction, are many in number, and of vast importance to the country in which such a system obtains. As yet, these collateral advantages have been greatly neglected, even when a general system of school organization and government have been established for years. The State of New York set the example of forming her numerous academies into an association for the advancement of science and general knowledge, as early as the year 1825. She has greatly extended and improved her system since 1849, as will be shown in the sequel. In 1847, Germany, and especially Prussia, re-modelled an organization of the same character, which had been in existence for many years. France and Ireland have not as yet taken advantage of their extensive machinery for the acquirement of additional knowledge; and England has no system of public instruction on which she can engraft a simple, popular, and yet highly advantageous scheme, for advancing certain departments of science, which require simultaneous observations to be carried on over a wide extent of country. We propose now to give a brief description of these adjuncts to a system of public instruction, for the purpose of promoting scientific enquiry, and making positive advances in knowledge. We shall take for our illustration the method adopted and the results attained in the State of New York. It will be sufficient for our present purpose to remark, that a large number of academies and colleges scattered over the whole of the State, are subject, either *voluntarily*, or by the act of their incorporation, to the visitation of the regents of the university. When any academy places itself under the visitation of the regents, it becomes intitled to a distributive share of certain moneys granted to academies for special purposes. A

very prominent object with the regents, is the collection of a great variety of scientific information, which would otherwise be lost to the world, or not be obtained without an extraordinary expenditure of time and capital. The number of academies, grammar schools, and colleges, which now report to the regents, is upwards of one hundred and fifty. They are distributed throughout the state; and in their annual report, besides indicating their financial condition, many of them forward the results of simultaneous observations in the various departments of meteorology, together with occasional descriptions of the botanical, zoological, physical, and geological characters of that part of the country in which they happen to be situated. In order that the observations thus made might have a scientific value, the regents, in 1825, issued a printed set of instructions for the general guidance of the observers. On receiving the annual report of each academy, the mass of observations are reduced and tabulated by competent persons, and printed by order of the regents in their annual report to the legislature. The result of this simple and inexpensive plan has been the collection and arrangement of a vast multitude of interesting facts and observations of great value to science, which could not otherwise have been obtained. Among these additions to knowledge thus received and recorded, we mention the following as indicative of their nature and value :

1st. The annual and monthly means of temperature at each academy.

2nd. The direction of the wind, and the number of clear and cloudy days.

3rd. The early frosts in autumn and the last frosts in spring.

4th. The monthly and annual falls of rain and snow.

5th. The general progress of vegetation—as the blossoming of fruit trees, the commencement of hay, wheat, &c., harvests—the ripening of fruit, &c.

6th. The appearance of birds of passage, reptiles, insects, &c.

7th. Atmospheric phenomena, such as auroras, haloes, zodiacal light, meteors, &c.

8th. Opening and closing of rivers, lakes, canals, &c.

9th. Progress and direction of storms.

10th. Appearance of rust, mildew, &c.

11th. Appearance of peculiar insects, destructive to vegetation, as caterpillars, locusts, grubs, &c.

12th. Local peculiarities in climate, temperature of wells, lakes and springs.

13th. Appearance of epidemic and endemic diseases.

14th. Scientific communications on various subjects.

It will be seen from the perusal of the foregoing list, that a large amount of valuable information can be obtained at a trifling expense. For the last twenty-five years, the regents of the university have been giving to the public the trustworthy observations made at the academy's (about 40 in number) reporting to them. This system has been approved and lauded by the most eminent scientific men of the day: "they are often quoted with high commendation in Europe"—(Memorial from the American Agricultural Association to the Regents of the University of the State of New York). In 1837, the legislature of the State of Pennsylvania appropriated four thousand dollars for the advancement of meteorology; out of this sum various instruments were purchased for each county in the state.

We shall conclude with an extract from the fourth annual report of the Board of Regents of the Smithsonian Institute, for the year 1849, which will serve to show what is now being done for the cause of science, and how far colleges, academies and grammar schools may be instrumental in swelling positive additions to knowledge.

"In order to extend the usefulness of this (meteorological) system, the regents of the university have lately resolved to reorganize the whole, and to supply the observers with accurate and well compared instruments.....They have adopted the same system and instruments as those of the Smithsonian Institute, (an institution we propose to describe in the next number), and have agreed to co-operate fully with us in the observation of the general and particular phenomena of meteorology."

The instruments now proposed to be distributed to the academies and other stations, are :

A standard thermometer; two self-registering thermometers; a wet bulb thermometer; a barometer; a rain and snow gauge; a wind vane.

[OFFICIAL.]

Circular to the Clerk of each County or Union of Counties in U. C.
EDUCATION OFFICE, Toronto, 4th March, 1851.

SIR,—I have the honour to state, that the Local Superintendents for the Townships named in the annexed list have omitted to transmit to this Office their Annual Report for 1850, as required by the 10th clause of the 31st section of the school Act.

These local school officers having received their appointment from the Council of which you are Clerk, I have deemed it more appropriate to call their attention to the omission through you.

It is of the utmost importance that the annual school returns for 1850 should reach this office previously to making the apportionment of the Legislative school grant to the several incorporated villages, townships, towns, cities and counties in Upper Canada for the current year; as this department can have no other means of ascertaining how far the general terms prescribed by the Legislature, as a condition of receiving a portion of the school fund, have been complied with on the part of the school authorities of each school section in Upper Canada.

It is also from these annual reports, in connexion with the certified abstract of the County auditors' Report (so far as it relates to the school moneys of the county) that this department can judge to what extent the positive enactments contained in the following clauses and sections of the school law have been observed and acted upon by the Municipal Council of each county throughout Upper Canada, during the past year:—

XXVII. And be it enacted, that it shall be the duty of the Municipal Council of each County:

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

XL. And be it enacted, That the sum of money apportioned annually by the Chief Superintendent of Schools to each county, township, city, town or village, and at least an equal sum raised annually by local assessment, shall constitute the common school fund of such county, township, city, town, or village, and shall be expended for no other purpose than that of paying the salaries of qualified teachers of common schools: Provided always, that no county, city, town or village, shall be entitled to a share of the Legislative school grant without raising by assessment, a sum at least equal (clear of all charges for collection) to the share of the said school grant apportioned to it: and provided also, that should the municipal corporation of any county, city, town or village, raise in any one year a less sum than that apportioned to it out of the legislative school grant, the Chief Superintendent of Schools shall deduct a sum equal to the deficiency, from the apportionment to such county, city, town or village, in the following year.

XLV. And be it enacted, That no part of the salaries of the Chief or local Superintendents of Schools, nor of any other persons employed, or expenses incurred, in the execution of this Act, shall be paid out of the common school fund, which shall, wholly and without diminution, be expended in the payment of teachers' salaries as hereinbefore provided.

The following clauses of the 27th section of the School Act refer to the duty of each county Clerk, in transmitting certain items of important information to this office. As several of those officers have omitted to transmit the information required, I fear the clauses referred to have escaped their notice.

XXVII. And be it enacted, That it shall be the duty of each Municipal Council of each County:

Fifthly. To appoint annually, or oftener, Auditors, whose duty it shall be to audit the accounts of the county Treasurer and other officers to whom school moneys shall have been intrusted, and report to such Council; and the county Clerk shall transmit to the Chief Superintendent of Schools, on or before the first day of March in each year, a certified copy of the abstract of such report, and also give any explanations relating thereto, as far as he is able, which may be required by the Chief Superintendent.—*Thirdly* * * * And provided also, that the county Clerk shall forthwith notify the Chief Superintendent of Schools of the appointment and [Post Office] address of each such local superintendent, and of the county Treasurer: and shall likewise furnish him with a copy of all proceedings of such Council, relating to school assessments and other educational matters.

Your attention to the subjects of this communication will enable the Chief Superintendent to notify you at an early day of the amount of the annual apportionment of the Legislative school grant to your county for the current year. The apportionment to the several incorporated villages, townships, towns, cities and counties, will be officially notified in the *Journal of Education for Upper Canada*.

I have the honour to be, Sir,

Your most obedient servant,

(Signed)

J. GEORGE HODGINS.

Deputy Superintendent.

Educational Intelligence.

CANADA.

Items.—The contracts for the erection of the buildings for the new Normal and Model Schools and Educational Department of Upper Canada, and also for "Trinity College, Church University," have just been given out. Ground on both sites has been "broken," and the buildings will proceed rapidly to completion.—A meeting, "one of the most important," says the *Watchman*, "that was ever held in Port Hope, regarding education," was recently held in that town for the purpose of rendering the system in operation more effective. Several resolutions were passed: one advocating the "establishment of *one school*, having departments properly classified, and teachers sufficient to furnish education for all the children in the town."—An active teachers' institute has been established in one of the school circuits of the county of Essex; the Rev. F. Mack, director. [See vol. iii, *J. of Ed.*, p. 53].—A meeting has been held in Perth, for the purpose of taking steps to unite the Common Schools with the Grammar School of that town.—A correspondent of the *Hamilton Spectator* remarks that in the counties of Huron and Perth, the subject of education receives much attention from the new settlers.—The persons arrested as being the ringleaders of the school riots at Three Rivers, have been tried and found guilty.—The *Examiner* says, that several of the law students in Toronto have abandoned the profession, and betaken themselves to mercantile pursuits.—The Dumfries Teachers' Association, at a recent meeting, says a local paper, "agreed to petition the municipal councils of Dumfries, Paris, and Galt, for money to purchase prizes, to be awarded at a public examination of all the schools, at some central place, to the best scholars attending any school within these and the adjoining municipalities. This would be the beginning of a great educational world's fair in this quarter, and the idea deserves especial favour."—The following "notice" has just been issued: Arrangements having now been made to open "Trinity College—Church University"—for the business of instruction, on the first of October next; information is hereby given, to all whom it may concern, that Grammar Schools in any part of Upper Canada, will be received into union with the College, upon application to the Council." (The conditions are omitted).—At a recent meeting of the Teachers' Institute, county of Welland, the President delivered an "appropriate address, advocating the propriety of such an association, explaining the principles upon which it is to be conducted; and likewise beautifully portraying the great benefit it will prove both to the instructor and pupil."—An effort is being made to erect a new and superior grammar school-house at Picton.

Progress of Education in the township of Walsingham.—An intelligent trustee writes as follows to the *Long Point Advocate*:—At the commencement of last year, the number of sections was eleven. During the present year *five* new sections have been formed in portions of the township where no public means of instruction previously existed. The teachers now employed are well qualified; only one of the third class, three of the first, the rest second class teachers. The schools are now well organized: the average salary paid to male teachers is £5 10s. per month. In eight of the schools now in operation, all of the common branches are thoroughly taught. Geometry is taught in two, and algebra in four, together with other branches; and many lads and young men, as well as girls and young ladies, are distinguishing themselves in the above branches. It is highly gratifying to observe the interest felt at present in the education of the youth of our township; and our worthy local superintendent, who has proved himself to be a warm friend of education, announced the intention of holding a school convention in March, when the scholars of all the schools, together with the teachers, trustees, and other friends of education, will be respectfully solicited to attend. The several schools will undergo an examination, and scholars will be allowed to compete with each other for prizes. The scholars for competition will be classified according to their ages. The prizes will extend to first, second and third best in each branch, and will consist of well selected books, the means to obtain which are being raised by subscription.

Permanent School Fund.—Mr. Sheriff Conger, of Peterboro', has lately propounded a scheme for the disposal of the public lands. He says, "The plan I have to suggest, is—that the Government should dispose of all waste, or unsold lauds of the Crown, to the several County Councils, where such lands may lie, at a nominal price of say 6d. or 1s. per acre: payment for the same to be made by the Councils in debentures bearing interest, and redeemable in 30 years. The fund so created to be applied towards the establishment of a permanent "Common School" fund. The conditions of the sale to the Counties to be—that these lauds shall be by them re-sold, at a low price, varying from 2s. 6d. to 7s. 6d. per acre, according to value,—and on time if the purchasers require it, to actual settlers

only. The entire proceeds of such sales, after providing for the payment of the interest upon the purchase, and any incidental expenses to be anticipated by debentures, and laid out in making roads thereto. The advantages of the scheme are, I conceive:—1st. The making of good roads throughout the most remote parts of your several counties. 2ndly. The immediate and consequent settlement of the same, and—3rdly. The creation of a permanent common school fund; three items of vital importance to the people of this Province, and if attainable, as I contend they are, and that too, without creating one shilling of additional tax, would be productive of incalculable good. Without roads and suitable means of communication, no country can very speedily be settled; and without schools, no people are likely to become intelligent, great or prosperous.

The Horrors of a Free Education.—It is astonishing how some men hold out against the certain advance of the age in every kind of improvement. The *Hamilton (Canada) Spectator* has met with the rarest specimen of this class of obstinate holdfasts that we have yet heard of. He claims to be "a Westminister farmer;" is mortally—and we fear—grieved with that indefatigable promoter of free education in the Canadas, the Rev. Dr. Ryerson, and thus depicts the horrible results of free education upon the children of poor men:—"Educating their childer is a reddey way to increase drunkenness and idleness, they will turn about and say, o we are master of you we make you pay for our childer and we Can Crowse about," a proceeding, which, he says, is "Robbing peter to pay poal is an in Justice and is Built upon a sandy foundation it Cannot stand, and if it is permitted to go on and it Comes to a faal great will be the faal of it."—He concludes a somewhat long communication by requesting the editor "to insert it in a Conspicuous place in his wide serQulated paper."—When that man dies, his friends should open a negotiation with Barnum, for the sale of his literary effects.—[*New York Commercial Advertiser*.]

The Diffusion of General Knowledge.—A correspondent of the *Norfolk Messenger* remarks:—"Again, if we look at education, an interesting subject presents itself to the mind. What exertions are now made for the cause of education, and indeed there should be: for the next generation will require additional learning than that with which we are blessed with at present. Some complain of the expense of education, and rather than spend a few dollars in educating their children, they will spend it in dress, in luxury, and in vice. We should consider that 'tis education that forms the common mind,' and let us rather sacrifice needless self-indulgence than neglect the education of our children. The time is not far distant when the mechanic, the farmer, and the labourer will have an education, and when the lawyer and all the various professions will not be able to impose the mysteries of technicality to such a lamentable extent. Law will be plain and easy to be understood, medicine will lose its bewildering, heart-aching, mysterious, high-sounding, and unnecessary names, and when purity, love, fidelity, and industry, will be esteemed and practiced by all classes in society."

Commission of Inquiry, Toronto University.—The following "circular" has been issued by the Commission of Visitation of the Toronto University:—"Sir,—Her Majesty's Commissioners for the University of Toronto, being charged with the duty of reporting upon the various subjects specified in an Act passed in the twelfth year of Her Majesty's reign, chap. 82, are desirous of availing themselves of the information of those, whose experience and position, as well as acquaintance with the wants and wishes of the people of the Province generally, entitle their opinion to public confidence. Although the Commissioners are anxious to have the benefit of your advice, communicated in such a manner as may seem to yourself best calculated to do justice to your views, they will feel particularly obliged by being favoured with your opinion on the following points, which have already engaged their anxious attention:—1. The expediency of reducing the amount of fee at present charged. 2. The expediency of limiting the compulsory attendance of students upon the university lectures to two terms in each year, instead of being extended, as at present, to three terms. In this way, compulsory residence at the seat of university would be reduced to six months (say from November to May) in each year, while the attention of the absent, to the subjects of the third term, might be secured by requiring them to undergo an examination? 3. Whether, under the present system, or in the event of your concurring in the changes suggested in the last query, the course for the degree of B.A. should be extended to four years, or should be limited, as at present, to three years? 4. The expediency of re-arranging the course of instruction at present pursued; of altering the principles upon which degrees are conferred, and rendering them real tests of merit: of so regulating the studies of the university, as to render them at some period of the course, more directly subservient to the future pursuits of the students? 5. The best means of rendering the scholarships, authorized by the above Act, available for the purposes contemplated; the regulations which you would suggest as to the mode of election; the period during which they should be

held, and the emolument which ought to be attached; and, in relation to the last inquiry, whether it would be expedient to attach the same stipend to all the scholarships, or to classify them into one or more grades. 6. The expediency of establishing Fellowships; the most eligible mode of election to the office; the tenure on which it should be held, and the stipend which ought to be annexed. 7. Whether the present constitution of the existing faculties, viewed comparatively, is, in your estimate, proper. 8. Whether any re-arrangement of the existing chairs in the faculty of arts, would be expedient, and calculated to place that faculty on a footing satisfactory to the public; or whether on additional number of professors therein be necessary. 9. What regulations would be expedient for the purpose of securing the attendance of undergraduates and students upon public worship in their respective churches, and other places of worship; and for securing to them the benefit of religious instruction from their respective ministers, and according to their respective forms of faith. The commissioners will be thankful to receive your suggestions, either orally or in writing, as may be most agreeable to you, at your earliest convenience.

Free Schools in the City of Toronto, 1851.—From an elaborate report on free schools, recently presented to the Board of Common School Trustees of this city by the committee on free schools, we select the following paragraph, which was adopted, after much discussion, by a majority of 7 to 4. No objection was made to the first section of the paragraph: "It is admitted by all that the civil government may claim from the people the means of national defence, of regulating commerce, and of punishing crime: and that, above all things, it is imperatively required to endeavour to prevent crime by establishing those moral safe-guards of society which a wise and wholesome system of public instruction pre-eminently affords. But, while it may claim jurisdiction over such interests, it has no moral right to claim jurisdiction over matters of religion or of conscience: It may impose a tax for general education, but it has no right to impose a tax to support any form of religious faith or worship. The civil ruler should doubtless be governed by moral and religious principles in all his civil duties; but religion, whether as to its support or regulation, comes not within the scope of his prerogative. Civil governments may enact laws in accordance with natural right and the will of the people, but they have no right to impose a tax to be applied in whole or in part for the inculcation of sectarian dogmas whether in public schools or in religious congregations. The great landmarks of duty are traced out in the authoritative command—"Render unto Cæsar the things which are Cæsar's, but unto God the things that are God's."

BRITISH AND FOREIGN.

Items.—The Queen, knowing that property has its duties as well as its rights, has provided schools and school-houses on her estate at Balmoral, with suitable teachers, at her own expense.—The Queen's College, Birmingham, has just received a fresh instance of the Rev. Dr. Warneford's beneficence, by his placing in the hands of the trustees of his former foundations, the sum of £1,400, in addition to £2,000 formerly given by him to establishing a chair of pastoral theology. Within the last few years the following munificent donations have been made by Dr. W. towards the endowment fund for the institution officials—the warden, £1,000; college chaplain, £1,000; hospital chaplain, £1,000; medical student's divinity lecturer, £1,000; medical tutor, £1,000; pastoral theology professor, £3,400; medical prizes, £1,000; medical scholarships, £1,000.—The most Rev. R. C. Primate Cullen has published another letter against the Queen's Colleges in Ireland, while the *Cork Southern Reporter* has it from "authority" that the Propaganda will not confirm the decrees of the synod of Thurles against the Colleges. Meantime, these institutions are establishing themselves in public favour very effectively. Already the Dublin university has felt their influence in diminishing the number of students; and the medical, law, and engineering schools—as well as the general collegiate course—seem likely, in a while, to set at nought all hostility. The Magee College for the Presbyterians, is still before the chancellor, awaiting his decision as to its site and constitution, pursuant to the will of the testatrix, its founder; and the Catholic University is making progress in public favor. The Royal Dublin Society is arranging with different towns to send its professors, to deliver courses of lectures, that with increasing intelligence there may be, in the provinces, the same facilities for a knowledge of natural philosophy, chemistry in its application to the arts and agriculture, geology, &c., &c., as in the capital. The establishment of an Antiquarian Society in Kilkenny, whose first volume of "Transactions" shows that the people are taking heart and cherishing hopes of better times.—The correspondent of a London paper, in reference to Caffraria, says that, in Graham's-town, Albany District: "Besides the erection of many edifices for religious purposes, considerable attention has been paid to education, and knowledge is as widely diffused as in the most favoured rural districts of the Mother Country."—The Prussian Minister of public instruction has issued a circular requesting surgeons, in giving evidence before courts of law, to describe injuries and diseases in plain German words, and not in technical terms derived from Latin and Greek.

Extension of University Education in England.—On the thirtieth page of last month's number, we intimated that we would give a synopsis of a plan of self-reform, which had originated in the university of Oxford. The scheme is founded upon this fact, with its natural sequence: "It being impossible to bring the masses to the university, is it not possible to bring the university to them?" In submitting the plan, Dr. Sewell states, that "the university possesses a large amount of available resources and machinery, with which the present extent of education conferred by it is by no means commensurate. These resources, consisting partly of pecuniary means and partly and principally of men of high talents and attainments, at present without adequate opportunities of employment, may be made instrumental in planting the seeds of academical institutions throughout the country, by establishing professorships, lectures, and examinations leading to academical honours, in the most important places in the kingdom. For instance, at first, and by way of experiment, professorships and lectures might be founded, say at Manchester and Birmingham, the great centres of the manufacturing districts, and in the midst of the densest population. The institution of these professorship and lectures would be strictly analogous to the original foundation of the universities themselves. They would require little cost beyond the necessary stipends of the professors engaged. Students, after due attendance on such lectures, would undergo examinations before a body of examiners sent from the university; such examinations to be of precisely the same character and governed by the same rules as those required in the university. After such attendance on lectures and examinations, students, having obtained proper certificates of proficiency and general conduct, might be entitled to receive from the university of Oxford academical degrees, with only such a limitation of privileges as would be strictly equitable and necessary. The admission to such lectures, and non-resident degrees, might, it is thought, be safely opened as widely as possible, without requiring any theological test except in the case of theological degrees. The nucleus of an university being thus formed in each place, the same laws which have developed by degrees the institutions of Oxford, might be expected, in some proportion at least to create a collegiate and tutorial system subordinate to it. A plan of this kind would immediately open a wide field of occupation for fellows of colleges. It would extend the benefits of university instruction to the utmost possible limit. It would reduce the expense to the lowest point. The cycle of instruction itself would embrace the various subjects comprehended in the university examinations. Probably five or six professors would be necessary at first for each locality. The opportunity of holding such professorships would be an inducement to men of talent to devote themselves to particular branches of literature at the universities, instead of wasting their lives, as is frequently the case at the present day, in the fruitless pursuit of barren professions. And lastly by originating such a comprehensive scheme, the universities would become as they ought to be, the great centres and springs of education throughout the country, and would command the sympathy and affection of the nation at large, without sacrificing or compromising any principle which they are bound to maintain.

UNITED STATES.

Items.—The number of common schools in Indiana is set down at 4,410. In sixty-six counties there are 2,641 organized school districts, and the same number of school-houses. There are 50,000 adult persons in the State who cannot read or write. The present semi-free school law will better the Schools, by securing better teachers.—A project is on foot at Albany, for establishing a university in that city.—The committee on Education, in the New Jersey House of Assembly, have reported a school bill, increasing the annual appropriation from \$30,000 to \$40,000, and to be distributed in proportion to the number of inhabitants by the last census. The townships are authorized to raise money not exceeding \$1 per scholar for free schools.—At a meeting of the regents of the university, New York, held on the 28th of February, the distribution of \$40,000 of the income of the literature fund for the last year was made among the several academies entitled to participate therein.—Professor E. T. Channing has resigned his post of Boylston professor of rhetoric and oratory in Harvard College. Prof. Channing, brother of the celebrated Dr. Channing, is the oldest professor connected with the undergraduate department of the college, having held his office for over thirty years. The duties of Professor Bowen's office will be performed during the term just commenced by Mr. John M. Marsters, tutor, in history and political economy.—Dr. E. N. Horsford, formerly of New York city, has been appointed Professor of chemistry in the Massachusetts Medical College, in the place of Professor J. W. Webster.—A meeting of the friends of common schools is to be held in Maryland shortly for the purpose of appointing delegates to a state convention, to be held at Annapolis. The object of the state convention is to agree upon some system of common school education to recommend to the consideration of the reform convention, in order to have an uniform system throughout the State.

Common Schools in the State of New York.—The Superintendent of common schools in this State has just published his annual report. It relates mainly to the state of the schools in 1849. The *N. Y. Commercial Advertiser* publishes full abstracts of this report, from which we derive the following interesting particulars:—

No. of Schools.—The whole number of school districts in the State on the 1st of July, 1850, was 11,397, being an increase of 206, as compared with the preceding year. The average period during which the schools were taught in 1849, was eight months. The whole number of children, between the ages of five and sixteen years, residing in the several districts of the state, on the 31st day of December, 1849, was 735,188; and the number of children taught during the preceding year was 794,500, being an excess of 59,312 over the number between the ages of five and sixteen, and 16,191 over the whole number taught in 1848. Of the number thus taught, 9,079 had been under instruction during the entire year; 16,455 for ten months, and less than twelve; 59,315 for eight months, and less than ten; 106,109 for six months, and less than eight; 167,732 for four months and less than six; 193,022 for two months and less than four, and 200,123 for a period not less than two months.

Teachers' Salaries.—The amount paid for teachers' wages in the districts which reported was \$1,322,696 24, of which \$767,389 20 was public money, \$508,724 56 raised on rate bills from those sending to school, \$31,834 27 by district tax to supply deficiencies, and \$14,748 21 to defray the rate bills of indigent persons. The number of children placed on the list of indigent exempts was 18,086.

Libraries.—The Library money expended during the year was \$92,456 78, in addition to \$2,628 73 raised in the several districts, making a total of 95,085 51. The whole amount raised by the inhabitants of the several districts during the year was \$906,332 26, which added to the public money received \$559,845 93, makes the total expenditure for school purposes in 1849, \$1,766,668 24. The number of volumes reported in the several school district libraries in the state is 1,449,950, being an increase of 40,796 volumes on the previous year.

Erecting Schools.—During the year \$23,490 60 have been invested in the purchase of sites for school houses, and \$154,932 06 in the erection of buildings.

Coloured Schools.—There are fifty-two schools for coloured children in the state, of which fifteen are in the city of New York and three in the county of Kings. In these schools 4971 coloured children were taught.

The capital of the common school fund has been increased during the year by the sum of \$47,109 87; and the balance of revenue now in the treasury, applicable to common school purposes, in addition to the revenue accruing from the United States deposit fund, is \$137,524 07. The amount of revenue annually contributed to this object from the avails of the deposit fund is \$160,000, which, added to the amount above stated, accruing from the common school fund, gives an aggregate of \$302,524 07, as the present revenue of the combined funds.

The number of private unincorporated and select schools is reported at 1697, with an aggregate of 70,606 pupils.

The Normal School is rapidly and steadily increasing in usefulness and public favour. An interesting feature in the institution during the past year has been the experiment of educating a number of Indian youth of both sexes, with the view of preparing them for teachers among their own people.

[We have to thank the department at Albany for a copy of their report, containing the foregoing items.—Ed. J. or Ed.]

From the Annual Address of Governor HUNT, of the same State, we extract the following paragraphs:—

Free School Law.—The operations of the act of 1849, establishing free schools, have not produced all the beneficial effects, nor imparted the general satisfaction anticipated by the friends of the measure. It has been the policy of our state, from an early period, to promote the cause of popular education by liberal and enlightened legislation. A munificent fund created by a series of measures, all aiming at the same great result, has been dedicated by the constitution to the support of common schools, and the annual dividend from this source will gradually increase. The duty of the state to provide such means and facilities as will extend to all its children the blessings of education, and especially to confer upon the poor and unfortunate a participation in the benefits of our common schools, is a principle which has been fully recognized and long acted upon by the legislature and the people. The vote of 1849, in favour of the free school law, and the more recent vote by a reduced majority against its repeal, ought to be regarded as a re-affirmation of this important principle, but not of the provisions of the bill; leaving it incumbent upon the legislature in the exercise of a sound discretion, to make such enactments as will accomplish the general design, without injustice to any of our citizens. An essential change was made by the law under consideration, in imposing the entire burthen of the schools, upon property. The provisions of the act for carry-

ing this plan into effect, have produced oppressive inequalities and loud complaints.

[In Upper Canada the new assessment law has removed the inequalities justly complained of in the state of New York in the operation of the free school law there. No such objection can therefore be urged against free schools in Upper Canada.—Ed. J. or Ed.]

It cannot be doubted that all property estates, whether large or small, will derive important advantages from the universal education of the people. A well considered system which shall ensure to the children of all, the blessings of moral and intellectual culture, will plant foundations, broad and deep, for public and private virtue; and its effects will be seen in the diminution of vice and crime, the more general practice of industry, sobriety and integrity, conservative and enlightened legislation, and universal obedience to the laws. In such a community the rights of property are stable, and the contributions imposed upon it for the support of government are essentially lightened. But I entertain a firm conviction that an entire change in the mode of assessment is indispensable.

Literature Fund.—The capital of the literature fund on the 30th of September last was \$272,830 12; the income during the fiscal year was \$39,112 40.

The capital of the United States deposit fund is \$4,014,520 71, is in a highly productive state, and yields an income of \$260,228 04. The revenues of this fund, during this income, will be sufficient to justify the usual appropriations in support of the colleges.

The higher institutions of learning, form an essential part of our system of education, and they present strong claims to patronage and encouragement. The true design and legitimate effect of every endowment conferred upon colleges is to cheapen the charges for tuition, and thus enable many who have not been favoured by the advantages of fortune to attain the honours of scholarship.

Temporary Normal Schools.—The allowance of \$250 to each of the county academies, authorized by the act of 1849, for the education of common school teachers, has produced beneficial results, and I would recommend the renewal of the appropriation.

Normal School.—The Normal School has been administered with ability and success, contributing large to the progress of popular education. It is of the highest importance that this institution should continue to receive an ample support.

Agricultural College and School of Art.—My immediate predecessor, in each of his annual messages, recommended to the legislature, the creation of an institution for the advancement of agricultural science, and of knowledge in the mechanic arts. There can be no object more worthy of public favour than the encouragement of agriculture, and the intellectual improvement of the husbandman. The cultivation of the soil, the primitive pursuit of man in a state of civilized society, and the foundation of all public prosperity, presents the highest claim to the fostering care of government. As the Agricultural is more numerous than all other classes combined, all other interests depend upon its healthful progress and condition. In connection with the subject under consideration, I would respectfully invite your attention to an able report made to the last legislature by the Commissioners appointed to mature and report a plan for an agricultural college and experimental farm. It cannot be doubted that an institution of the character proposed would promote the dissemination of agricultural knowledge and elevate the condition of the people. In its formation I would recommend an additional department for instruction in the Mechanic Arts. Identified an interest, each imparting strength and vigour to the other, the agricultural and mechanical classes combined may be said to constitute the substantial power and greatness of the commonwealth. The spirit of our institutions and the incentives to effort in which this country abounds, are peculiarly favourable in the development of inventive genius and rapid advancement in the useful arts. From the nature of their pursuits and the necessity which subjects them to a life of toil, too many of our youthful mechanics are deprived of those means of intellectual improvement which the state has provided for other professions. The beneficial effects of an agricultural and mechanical school will not be limited to the individuals who may participate directly in its privileges. The students graduating from such an institution, elevated in character by moral and intellectual training, and endowed with that knowledge of the natural laws and practical sciences which unites manual labour with the highest exercise of the reasoning faculties, will become teachers in their turn, imparting to those around them the light of their own intelligence, and conferring dignity upon the common pursuits of industry by an example of honourable usefulness, in their varied occupations. The elevation of the labouring classes is an object worthy of the highest ambition of the statesman and the patriot. Under our system of government the political power of the state must always reside among the men of industry and toil, whose virtuous energy is their best patrimony. The intelligence which qualifies them for the duties of self-government, affords the only sure guarantee for the perpetuity of our institutions.

Literary and Scientific Intelligence.

Items.—A new medical journal is about to be published at Toronto, by Messrs. A. H. Armour & Co., and will be under the editorship of several medical gentlemen. The first number is to appear on the 15th of April.—Lord John Russell, in a letter to the President of the Royal Society, announces the intention of Government to place £1,000 at the disposal of the society this year for scientific purposes.—Professor Mosley has recently presented to the Admiralty an excellent paper on the rolling motion of ships, which the Admiralty have sent to all their departments for their information.—Three hundred model life-boats have been forwarded to the Admiralty from all parts of Great Britain, in competition for the prize of one hundred guineas, offered by the Duke of Northumberland.—Mr. Maxwell, the well-known author of "Wild Sports of the West" and "The Story of my Life," and largely a contributor to the periodical literature of his day, died at Musselburg, near Edinburgh, on the 29th of last month.—The celebrated Spontini, the author of "La Vestale" and "Fernand Cortez," has lately died at Jesi, his native place, in the Roman States, where he had gone to pass the winter in the hope of re-establishing his health.—Goodrich—the Peter Parley of literature—has been appointed American Consul at Paris, in the place of Mr. Walsh, resigned.—The Professors Silliman, of Yale College, are visiting Europe for the purpose chiefly of making a geological exploration of the central and southern portions of that continent. They will proceed to the continent, and after visiting the volcanic regions of central France, will make the tour of Italy, visiting Vesuvius and Etna, and will return to England in time to attend the meeting of the British Academy of Sciences, which takes place at Ipswich, in July. They will subsequently visit Switzerland and the Alps, and return to this country in the autumn.—Professor Agassiz has just returned, with his assistant, from Cape Florida. He, it is said, has made many interesting discoveries relative to the origin and formation of the Florida Reefs and Keys. Some seventeen different species of the coral insect have been detected, each one of which, under his powerful microscope, is magnified to the size of a hickory nut. For the last few days he has been making examinations in the Everglades, which contain about three millions of acres of land covered with water.—The fine arts are receiving some impulse from the numerous visitors to Rome. The talented Prussian sculptor, Wolff, who is well known in England from having executed, beside many classic groups, some busts of the Royal family, and a statue of Prince Albert as a Greek warrior, has just completed an exquisite figure of Paris. His four statues, personifying the seasons, have been purchased by an English amateur. Mr. Gibson is commencing the models of two very important works, Queen Victoria on her throne between two allegorical figures, representing Justice and Clemency, for the House of Lords, and the colossal statue of Sir Robert Peel.—Her Majesty has been pleased to grant a pension of £50 per annum to the widow of the late Mr. Sturgeon, of Manchester, the well-known writer and lecturer on electricity.—A pension of £100 per annum on the Queen's Civil List has been conferred on Mrs. Liston, the widow of the late Robert Liston, Esq., the eminent surgeon, whose sudden demise was so generally lamented.—Lieutenant's Waghorn's widow has been additionally pensioned by the liberality of Sir Jamset-jee Jujubhoy, the wealthy native merchant of Bombay; the Par-ee Knight has bestowed £20 per annum upon her.—The *Times* states that besides paper and advertisement duty, amounting to £35,000, this journal annually pays £60,000 for stamps alone.—*On dit*, that the *Daily News* has lately changed hands, having been purchased by the London Water Companies, for the purpose of advocating their interests.—A prefatorial notice in the new edition of Major General Napier's *History of War in the Peninsula*, states that the gallant author is indebted to lady Napier, his wife, not only for the arrangement and translation of an enormous pile of official correspondence written in three languages, but for that which is far more extraordinary, the elucidation of the secret cypher of Jerome Bonaparte and others, by her own untiring perseverance and labour. The value which this discovery has been to the history, speaks for itself.—Sir David Brewster, the eminent Scotch savan, has given in his adhesion to what is called Electro-biology.—Gesner's Kerosene Gas, a recently discovered illuminator, appears to be winning its way to public favour. We observe by an article in the *Scientific American*, that a patent has been taken out at Washington for a further improvement in illuminating gas, recently made by Dr. Gesner, of Nova Scotia, which the scientific editor pronounced to be "one of the most valuable discoveries, ever made in the manufacture of oil, resin, or asphaltum gases."—Prof. Charles G. Page, of Washington, has been engaged for the last five months in applying electro-magnetic power to a locomotive engine.—A new kind of steam engine has been invented by Mr. John Dodd, of West Flamboro', who has devoted much time to the study of mechanics. It differs entirely from the common steam engine, both in principle and construction. The entire engine may be put into a small box, and is perfect in itself. We

understand that the inventor intends to have his engine patented here, in the United States, and in England; to which latter place he will proceed with a model for exhibition at the World's Fair in May next.—An American binder has prepared a specimen of his art for the World's Fair. It consists of a Bible in 2 vols.—the Old and New Testaments. Four months of time and \$600 have been expended on the 2 vols.—In Edinburgh the Lord's Prayer has been engraved for the exhibition on a piece of gold so small that a common pin head covers it. It can be read with a magnifying glass.—In London, the first 93 Psalms has been written upon two small outline figures of the Queen and Prince Albert.—A most minute and complete model of Shakspeare's house at Stratford-upon-Avon will be sent to the exhibition; also, a complete model of the battle of Trafalgar, with 70 vessels fully rigged; and a model of a real Deal lugger.—Among many specimens of artistic skill shown at the late exhibition of the Royal Dublin Society, was some hand-spun flax, to the length of nearly *one hundred and thirty-one miles*, spun from one pound's weight, by Miss Wilson. When we consider the patience, and perseverance, and delicacy of touch, which can prevent knots or inequalities in the cobweb-like thread, we have reason for astonishment.—Messrs. Pilkington, extensive glass-manufacturers, of St. Helens, intend to transmit to the exhibition one of the most magnificent specimens of workmanship in glass ever yet produced. It is intended to represent St. Michael and the Angel; a subject taken from the Revelations.—Mr. Wyld has succeeded in purchasing the area in Leicester-square for the erection of his monster globe. The interior of the globe will be upwards of sixty feet in diameter, and the whole surface of the earth modelled with the greatest possible accuracy, embracing all the latest discoveries, upon a scale of ten miles to the inch horizontal, and one inch to the mile vertical: every mountain, river and lake will be laid down in a way that each visitor to this highly interesting and scientific exhibition may become in an hour an entire cosmopolite.—It is stated that 500 guineas have been offered for the privilege of advertising on the last page of the catalogue of the exhibition.—Among the novelties preparing for the exhibition, is a very extraordinary one, for which a building is now erecting. An English poet has written a poem of six hundred stanzas descriptive of the creation—one hundred stanzas for each of the six days; and this poem is to be illustrated by a large and ingenious Diorama, the exhibition of which is to be extended over six days—that is to say, a day is to be devoted to the illustration of each one hundred stanzas of the poem, which will be confined to the work of creation of each particular day.—The General Manager of the London and Westminster Bank, has offered a prize of one hundred guineas to the author of the best essay showing in what way any of the articles collected at the industrial exhibition can be rendered especially serviceable to the interests of practical banking, whether in the shape of office improvements, or otherwise.—One of the chief objects which will be sent for exhibition is a magnificent model of the docks, and a portion of the town of Liverpool. The model, which is of wood, is forty feet in length, from six to ten feet wide, and upon the scale of eight feet to a mile, represents a surface of about five miles. The docks will be represented as filled with 1600 vessels fully rigged, and the model altogether will form a very beautiful object.—Budr-oo-deen Ulee Khan, the well known chief of seal cutters at Delhi, has produced his *chef d'œuvres* for the great exhibition. They are designed for the Queen and Prince Albert. The seal for Her Majesty is a cornelian, with the corners neatly cut off; the size about one inch square. On it is: Shah-in-sha Soleman Jah, Kywan Bargah Khagan Sooltan-oo-bur, Morud ulfaz, izutt, rihman Badshah Englistan-o-Ireland, Furnal, Monealik-i-Hind, Nasii-oo-deen-i-Musaeih—Mulkih Mo-uzuma, Victoria. Translation: First Monarch of the world, as Solomon in magnificence, with a court like Saturn, Empress of the age. Sovereign of the seas. The source of beneficence. By the grace of God, Queen of England and Ireland. Ruler of the Kingdom of Hindostan. Defender of the Faith of Christ, the great Queen Victoria! Prince Albert's seal is of the same size, but cut on a blood stone, and has the following inscription: Ul Muhood bu tuyeed-i-Illahee, Fukher, Khandan, Shah-in-Shah Brunswick uees mo-nzig Mulkih mo-uzuma, Rufeool qudr walu shan o sur amud Bargah-i-Englistan Albert Francis Augustus Charles Emanuel. Translation: The distinguished by the aid of God. The noblest of the family of Brunswick. The honoured companion of the great Queen. Prince highest in rank, great in dignity, the chief in excellence of the English Court, Albert, &c. He has also prepared two beautiful emeralds for seal rings, to be presented by himself as specimens of his art, one for the Queen, three-eighths of an inch in length by two-eighths in breadth, on which the following lines are beautifully cut: Badshah Buhr-o-bur. Adil, bu tuyeed-i-Khoda-Hookm ran dur huft. Kishwur, mulkih Victoria. Translation: Sovereign of the sea and land. The just, by the favour of God, Governor of the World (or the seven climates), Queen Victoria. The one for Prince Albert is of the same size, but has simply the Christian names before enumerated.—The Rajah of Travancore, Madras presidency, has presented Her Majesty Queen Victoria with a throne or chair of state, composed of polished ivory, and inlaid

or set with abundance of precious stones.—The affairs of the London industrial exhibition are prosperous. We mentioned on a former occasion that some of the Rajahs in the East Indies designed to send costly shawls and other expensive articles. These include a pearl robe, valued at \$7,000, and a gold mounted saddle, set with precious stones, valued at £6,000.—Queenston Suspension Bridge was opened on the 13th instant with great *clat*. Several Americans and Canadians of distinction were present.

TRUE GREATNESS consists in being in advance of the age in which one lives. It is founded upon that quality ascribed to Brutus by Cæsar, viz : *Quid vult, id valde vult*, keenness of purpose, perseverance in carrying out resolutions. This quality was possessed by Lord Chatham.—*Brougham's Sketches*, vol. 1, pp. 25. The only true greatness is Humility.—*H. More*.

Editorial and Official Notices, &c.

W. J. Fox, Esq., M. P., has given notice of the following motion which he intends to make in the House of Commons : "That this house resolve into a committee to consider the state of education in England and Wales, and the expediency of extending and improving it by means of *free schools*, open to all classes, supported by local taxation, and conducted under local management."

We understand that in the village of Preston the free school system has been in force for some time, and gives satisfaction.

The people of Amherstburgh have resolved to have free schools for the use of all children in their town for the present year.

UNION SCHOOL SECTION REPORTS.—In reply to an inquiry frequently made at the Education Office, we would remark, that the annual school report of the trustees of a Union section should be made to the local superintendent of the township in which the school house of the section is situated, and by him incorporated in his annual report to the Chief Superintendent. See 6th proviso, 4th clause of the 13th section of the school Act.

LIST OF SCHOOL BOOKS

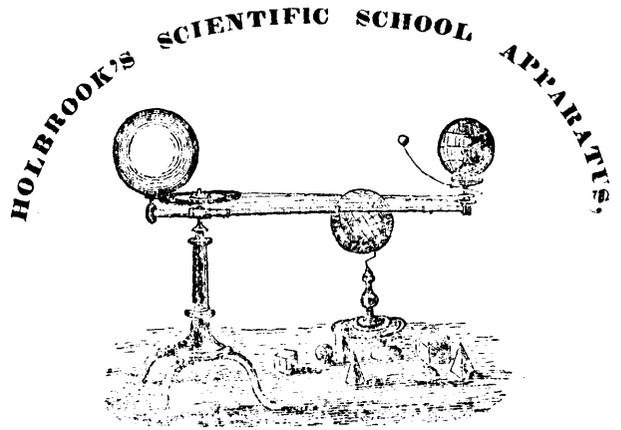
"Published under the direction of the Commissioners of National Education in Ireland"—prepared by practical and experienced Masters—and recommended by the Council of Public Instruction for Upper Canada, to be used in Canadian Schools; together with the *maximum retail prices* at which those books will be sold at the Education Office and by all parties re-printing or importing them. (The Council of Public Instruction has also recommended *Lennie's English Grammar*, and sanctioned the use of *Kirkham's English Grammar* and *Morse's Geography*.)

	CURRENCY.
First Book of Lessons	0s 2d
Second do.	0 8
Sequel to the Second Book	1 0
Third Book of Lessons	1 4
Fourth do.	1 8
Supplement to the Fourth Book	2 0
Fifth Book of Lessons (for boys)	2 0
Sixth, or Reading Book for Girls' School	2 0
Introduction to the Art of Reading	1 4
Spelling Book Superseded	1 0
English Grammar	0 8
Key to do.	0 4
Epitome of Geographical Knowledge	3 4
Compendium of do.	1 0
Geography Generalized by Professor Sullivan	3 0
Introduction to Geography and History, by do.	1 0
First Arithmetic	0 8
Key to do.	0 8
Arithmetic in Theory and Practice	2 8
Book Keeping	1 0
Key to do.	1 0
Elements of Geometry	0 8
Mensuration	1 4
Appendix to do.	1 0
Scripture Lessons, (O. T.) No. 1.	1 0
Ditto (O. T.) No. 2.	1 0
Ditto (N. T.) No. 1.	1 0
Ditto (N. T.) No. 2.	1 0
Sacred Poetry	0 8
Lessons on the Truth of Christianity	0 8
Set Tablet Lessons, Arithmetic.	2 4
Do. Spelling and Reading.	1 4
Do. Copy Lines.	2 0
Map of the World.	24 0
Ancient World.	18 0
Europe.	18 0
Asia.	18 0
Africa.	18 0

Map of America	18s 0d	Cy
" England	18 0	
" Scotland	18 0	
" Ireland	18 0	
" Palestine	18 0	

N. B. The 15th clause of the 12th Section of the School Act makes it the duty of each Trustee Corporation in Upper Canada,

"To see that no unauthorized books are used in the School, but that the pupils are duly supplied with an uniform series of text books, sanctioned and recommended according to law; and to procure annually, for the benefit of their School Section, some periodical devoted to Education." The price to be included in the School Rate.



ADMIRABLY ADAPTED FOR GRAMMAR AND COMMON SCHOOLS, &c.,

MAY be obtained from Mr. HODGINS, Education Office, Toronto, at the following remarkably low prices :

Superior Brass Mounted Orrery, (3 feet in diameter)	£2 10 0
Superior Brass Mounted Tellurian (for explaining change of Season, Tides, Eclipses, &c.)	1 0 0
Terrestrial Globe and Stand, 5 inches in diameter, see wood cut above, (Singly 6s. 3d.)	0 5 0
20 Geometrical Forms and Solids, including block to illustrate the extraction of the cube root, (See cut)	0 6 3
Numeral Frame, for teaching Arithmetic with ease	0 5 0
Lunarian (for illustrating the Phases of the Moon and centre of gravity)	0 5 0
Beautiful 24 inch Hemisphere Globe, hinged (Singly 6s. 3d.)	0 5 0
Explanatory Text Book	0 1 3
Box, varnished, with lock and key to contain the above	0 5 0
Charge for entire set, including box, &c., &c.	5 2 6
Any of the articles may be obtained separately: also Page's Theory and Practice of Teaching: or the Motives and Methods of good School Keeping, an admirable Teacher and Superintendent's Manual, pp. 349. See Journal of Education, Vol. III. page 176.	0 5 0
Morse's Geography, with Maps and Wood Cuts	0 2 6
Davies' Grammar of Arithmetic	0 1 3
Parker's Compendium of Natural Philosophy	0 5 0
Sullivan's English Dictionary	0 3 9
Hullah's Manual of Vocal Music	0 8 9
Mayhew's Popular Education	0 5 0
Set of Mechanical Powers (8 sheets) beautifully coloured	0 6 3
Map of Canaan, with route of the Children of Israel, plan of encampment, &c., &c., (22 by 30 inches)	0 1 6
Wickham's Chart of Punctuation, on board (24 by 40 in.)	0 1 10d
Reading Tablet Lessons 1s. 4d.—Arithmetic, do. 2s. 4d.—Natural History and other Object Lessons at various prices—National Maps and Books, at the prices fixed above—Johnston's Agricultural Chemistry 1s. 3d—Hind's Lectures on ditto, 1s. 3d—School Registers, ruled, 1s 3d—School Act, Forms, Circulars, &c., 1s. 3d—Barnard's School Architecture 7s. 6d., &c. &c. &c.	

WANTED a TEACHER for Section No. 6, Finch. Salary £30, with board. Apply to J. Cauthart, J. Steven, and J. Stephenson, Trustees. Feb. 22, 1851.

WANTED immediately a duly qualified TEACHER for Section No. 18, Waterloo, (Preston.) Salary, at least, £60, raised on the free school system. Persons holding third class certificates need not apply Apply personally to Otto Klotz, Secretary. Preston, March 18, 1851

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 TERMS: For a single copy, 5s. per annum; not less than 8 copies, 4s. 4d. each, or £7 for the 8; not less than 12 copies, 4s. 2d. each, or £10 for the 12; 20 copies and upwards, 3s. 9d. each. Back Vols. neatly stitched supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7d. each.
 All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.