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TOWNSHIP SCHOOL LIBRARIES—MEANS OF ESTABLISHING THEM.

[By R. BELL, Esq., M. P. P., for the United Counties of Lanark & Renfrew.]
To the Editor of the Journal of Education :

DEAR SIR,

My object in addressing you, is to call your attention to the subject of Libraries for the use of Common Schools in Upper Canada. I shall merely give you my ideas, with a few statistical facts, and leave you to discuss the subject, if you think proper to do so, in your own usual clear and forcible manner.

Every person will admit the advantage, and even the necessity of having good school libraries; but, few people are aware of the scarcity of books, in many of the rural portions of the Province. The little instruction which the children receive in many of the Common Schools, is entirely lost for want of suitable books. They are taught to read as a means of acquiring knowledge, but that knowledge is not put within their reach, and, consequently, their education, so called, ends when they have acquired a tolerable knowledge of reading, writing and arithmetic. Many of our young people, after leaving the schools, seldom see a book, unless a pedler happens to drop in their way some of the trash called cheap literature, which, in many cases, is worse than useless.

Reading, writing, and arithmetic, as commonly taught in the country schools, is no more education, than the scaffolding, set up by the mason or the carpenter, is the superstructure, when he is about to build a house. What would we think of the mechanic, who should so put up his scaffold, and there stop, under the impression that his house was finished? Are we much wiser, in the course we follow with respect to common schools? For want of libraries, do we not stop when the foundation is scarcely laid?

My remarks, of course, apply more particularly to settlements cut off by distance, bad roads and other causes, from towns or markets where a good supply of books might be obtained.

The next point to which I wish to call your attention, is the scheme, by which I propose to furnish at least one good library to each Township in the Province. To do this, a very large sum of money, would, of course, be required; and in the present state of our financial affairs, it is scarcely reasonable to expect that the Government would recommend so large a grant. Then turn to the Corporations in the several Counties and Townships, and we are told that they "have no funds"; that their expenditure is equal to, and in many cases exceeds their receipts. We are also told that if an attempt were made to put on an additional assessment for this purpose, the people would resist it.

The plan I propose is this: To take the money arising from Tavern Licences, which, for several years past, has been used to liquidate a debt incurred for the payment of losses in U. C. in 1837 and 1838, and which, in future, is intended to be paid over to the

several County or Township Municipal Corporations in the Province, and apply it in each County or Township to the purchase of School Libraries. If it were applied in this way for *even one year*, a very good beginning would be made; but set it apart for this purpose, permanently, and in a few years, we would have the most magnificent School Libraries to be found in any part of the world.

It is pretty generally admitted, that the sale of spirituous liquors is productive of much evil to the community; then why not allow the tax on the traffic to be applied to so good a purpose as that proposed? It would, to some extent, counteract the evil. But I must not, at present, give you my views on the licensing system.

Then with respect to the amount of this fund. By an official return before me, I find it averaged each year, during the three years ending the 1st Feb., 1849, about £10,500. For the future, say £10,000; and the population is in round numbers 750,000. This would give 20s. for every seventy-five inhabitants, and each Township of two thousand inhabitants, which is very nearly the average, (there being nearly four hundred Townships in U. Canada,) would have £26 13 4, a sum sufficient to purchase the first year, at least *Two hundred and Fifty volumes*. I assume that expensive works, would not, in the first instance be required: indeed, it would be imprudent, at any time, to put expensive books into such libraries. Volumes about the size of those in Harper's Family Library, or the Library sanctioned by the Massachusetts' Board of Education, would be furnished at a price rather under what I have allowed; and if a large number were selected and ordered at once, by the Superintendent of Education, a liberal discount on the usual prices would probably be allowed.

Can the money be spared for this purpose? In reply, I say yes! This is an entirely new source of revenue to the municipalities. It is like so much money found. There will be no necessity for retrenchment in the ordinary expenditure of the municipalities; no withdrawal of funds from specific purposes to which they have hitherto been applied.

The money for this year is already paid over to the respective bodies entitled to receive it, and perhaps, in many cases disposed of; but I would suggest that an Act should be passed, declaring that for the future, it should be set apart for Common School Libraries; or, if it is considered to be beyond the control of the Legislature, I would like to see the County Councils taking up the matter, and disposing of it in the way I suggest.

This year the money was paid over to the several Townships, according to the number of taverns, within their limits. This is unfair, inasmuch as some Townships get more than their share, and other equally well settled Townships, get nothing. In proportion to population, would be the better way.

Yours truly,

Toronto, 24th June, 1850.

R. BELL.

SCHOOL LIBRARIES—THEIR SOCIAL TENDENCIES.

The Library Fund for the State, consists of \$55,000 appropriated from the income of the United States' Deposit Fund, and an equal fund raised by tax. The object of the Legislature was to furnish every district in the State, with a library of good books for the instruction of adults, as well as infants. Out of the same, \$110,000 were annually appropriated for the payment of teachers' wages. A sum was, therefore, devoted to the tuition of children, equal to twice the sum set apart for the purchase of books. Besides this, the whole income of the Common School Fund, a like amount raised by tax, all sums raised by towns for School purposes, and all local funds are expended in the payment of teachers' wages. To us, it appears clear, that the amount expended for books, which are the silent teachers of all those who have advanced to a certain degree in knowledge, is quite small enough in comparison with the sum expended in the wages of Teachers, whose business it is to guide the toddling steps of infancy in the paths of science.

The common School is only the threshold of the temple of knowledge. Books are its corridors, entrances, and aisles, which lead to its inner apartments and higher seats. A child goes to the Common School, not merely to learn to read, write, and cypher, but having learned reading, writing, and arithmetic, that he apply his knowledge to the business of life.

We are impressed, deeply, and unalterably, with the conviction that the policy which founded, and has built up the School Libraries, is the wisest policy which any human government ever adopted. If this policy be adhered to, and goes hand in hand with the common school system, it will be the means of enlightening and enfranchising all the inhabitants of the earth. We should look upon the abandonment of this policy as the triumph of ignorance and parsimony.

Our friendship for the School Libraries is based chiefly upon their political tendencies. "*Magna est veritas et prevalebit,*" is an old Latin proverb, which a modern political philosopher has translated into, "Error is not to be feared when truth is left free to combat it." But before the invention of printing, and the publication of books, truth was never left free to combat error. Forms of government, institutions, laws, religion, were imposed upon the masses of the people, and upheld by brute force. All the so-called republics of antiquity were in fact oligarchies, in which a few men, styling themselves citizens, assumed all political power. The tillers of the soil in Sparta, Athens and Rome, were, with rare exceptions, slaves. Nine-tenths of all the cultivated land on the surface of the earth is now tilled by serfs, or slaves. Why so? Because truth is not left free to combat error. Books would teach serfs and slaves to know how base a thing it is to be a slave.

In books, all forms and systems of government and religion, all theories, opinions, acts and motives of men, are discussed, attacked, defended, praised or ridiculed; and the people sit in judgment to weigh and deliberate, to approve or condemn. Before the invention of printing, there could be no tribunal of such universal jurisdiction, possessing also such irresistible power to enforce its decrees.

"Before the diffusion of knowledge and inquiry," says Hazlitt, "governments were for the most part the growth of brute force, or of barbarous superstition. Power was in the hands of a few, who used it only to gratify their own pride, cruelty, or avarice, and who took every means to cement it by fear and favor. The lords of the earth disdained to rule by the choice or for the benefit of the mass of the community, whom they regarded and treated as no better than a herd of cattle, deprived their title from the skies, pretending to be accountable for the exercise or abuse of their authority, to God only—the throne rested on the altar, and every species of atrocity or wanton insult, having power on its side, received the sanction of religion, which it was, thenceforth, impiety and rebellion against the will of Heaven to impugn. This state of things continued and grew worse and worse, while knowledge and power were confined within more local and private limits. Each petty sovereign shut himself up in his castle or fortress, and scattered havoc and dismay over the unresisting country around him. In an age of ignorance and barbarism, when force and interest decided every thing, and reason had no means of making itself heard, what was to prevent this, or act as a check upon it? The lord himself had no other measure of right than his own will; his pride and passions would blind him to any consideration of conscience or humanity; he would regard every act of disobedience as a crime of the deepest dye, and

to give unbridled sway to his lawless humors would become the ruling passion and sole study of his life. How would it stand with those within the immediate circle of his influence, or his arrogance? Fear would make them cringe, and lick the feet of their haughty and capricious oppressor; the hope of reward, or the dread of punishment, would stifle the sense of justice, or pity; despair of success would make them cowards, habit would confirm them into slaves, and they would look up with bigoted devotion (the boasted loyalty of the good old times) to the right of the strongest as the only law. A king would only be the head of a confederation of such haughty despots, and the happiness, or rights of the people, would be equally disregarded by them both. Religion, instead of curbing this state of rapine and licentiousness, became an accomplice and party in the crime; gave absolution and indulgence for all sorts of enormities; granting the forgiveness of Heaven in return for a rich jewel or fat abbey lands, and setting up a regular (and what in the end proved an intolerable) traffic in violence, cruelty and lust. As to the restraints of law, there were none but what resided in the breast of the *Grand Seigneur*, who hung up in his court-yard, without judge or jury, any one who dared to utter the slightest murmur against the most flagrant wrong. Such must be the consequence, as long as there was no common standard or judge to appeal to; and this could only be found in public opinion, the offspring of books. As long as any unjust claim or transaction was confined to the knowledge of the parties concerned, the tyrant and the slave, which is the case in all unlettered states of society, might must prevail over right; for the strongest would bully, and the weakest must submit, even in his own defence, and persuade himself that he was in the wrong, even in his own dispute: but the instant the world, that dread jury, are impanelled, and called to look on and be umpires in the scene, so that nothing is done by connivance or in a corner, then reason mounts the judgment-seat in lieu of passion or interest, and opinion becomes law instead of arbitrary will."

From the moment that the press opens the eyes of the community beyond the active sphere in which each moves, there is from that time inevitably formed the germ of a body of opinion directly at variance with the selfish and servile code that before reigned paramount, and approximating more and more to the manly and disinterested standard of truth and justice. Hitherto, force, fraud and fear decided any question of individual right or general reasoning; the possessor of rank and influence, in answer to any censure or objection to his conduct, appealed to God and to his word; now a new principle is brought into play, which had never been so much as dreamt of, and before which he must make good his pretensions, or it will shatter his strong holds of pride and prejudice to atoms, as the pent up air shatters whatever resists its expansive force. This power is public opinion, exercised upon men, things, and general principles, and to which man's physical power must conform, or it will crumble it to powder. *Books alone teach us to judge of truth and good in the abstract: without a knowledge of things at a distance from us, we judge like savages or animals from our senses and appetites only:* but by the aid of books and of an intercourse with the world of ideas, we are purified, raised, ennobled from savages into intellectual and rational beings. Our impressions of what is near to us are false, of what is distant, feeble; but these last gaining strength from being united in public opinion, and expressed by the public voice, are like the congregated roar of many waters, and quail the hearts of princes. Who but the tyrant does not hate the tyrant? Who but the slave does not despise the slave? The first of these looks upon himself as a God, upon his vassal as a clod of the earth, and forces him to be of the same opinion; the philosopher looks upon them both as men, and instructs the world to do so. While they had to settle their pretensions by themselves, and in the night of ignorance, it is no wonder no good was done; while pride intoxicated the one, and fear stupified the other. But let them be brought out of that dark cave of despotism and superstition, and let a thousand other persons, who have no interest but that of truth and justice, be called on to determine between them, and the plea of the lordly oppressor to make a beast of burden of his fellow man becomes as ridiculous as it is odious. All that the light of philosophy, the glow of patriotism, all that the brain wasted in midnight study, the blood poured out upon the scaffold or in the field of battle can do or have done, is to take this question, in all cases, from before the first gross, blind and ini-

quitous tribunal, where power insults our weakness, and place it before the last more just, disinterested, and in the end more formidable one, where each individual is tried by his peers, and according to the rules and principles which have received the common examination and the common consent. A public sense is thus formed, free from slavish and other traditional assumption of insolent superiority, which the more it is exercised becomes the more enlightened and enlarged, and more and more requires equal rights and equal laws. This new sense acquired by the people, this new organ of opinion and feeling, is like bringing a battering train to bear upon some old Gothic castle, long the den of rapine and crime, and must finally prevail against all absurd and antiquated institutions, unless it is violently suppressed, and this engine of political reform turned by bribery and terror against itself. Who in reading history, when the characters are laid open, and the circumstances fairly stated, and when he himself has no false lies to mislead him, does not take part with the oppressed against the oppressor? But books anticipate and conform the decision of the public, of individuals, and even of the actors in such scenes, to that lofty and irrevocable standard, mould and fashion the heart and inmost thoughts upon it, so that something manly, liberal, and generous grows out of the fever of passion and the palsy of law; and this is what is meant by the progress of modern civilization and modern philosophy.

As knowledge and civilization advance, the influence and advantages of the privileged few necessarily decrease. These two present an everlasting counterpoise to each other, which is as true as that if you enlarge one half of a right angle you diminish the other half. Soldiers, prints, books, in turn govern the world; and the last do it best, because they have no pretence to do it at all, but by making the public good their law and rule.—*N. Y. Dist. School Journal.*

CHILDREN SHOULD BE TAUGHT TO EXPRESS CLEARLY WHAT THEY LEARN.

Children should be educated in good habits of *Expression*. They must not only know how a problem is solved, but must be able to state the method clearly and fully. Quite as much is gained by endeavors to communicate knowledge as by solitary study. This habit gives a command of language, which the scholar will hardly otherwise acquire. It shows him the extent of his resources, and where he needs fresh application. It gives him fluency of utterance, and at the same time grammatical propriety. In some schools the teacher is content with guessing out the ideas and meaning of the scholars. They speak by hints, in half-formed sentences, and with a tone and manner so loose, disjointed and slovenly, as to savor of any place rather than a school-room. It is quite as important for the education of a child that we should understand him, as he us. Thus only can we determine, whether he is really acquainted with the subject before him, whether he has just ideas, or is only giving us mouthfuls of words.—*Mr. Muzzey's Lecture before the American Institute of Instruction.*

TEACHER'S SELF-HEED ESSENTIAL TO HIS SUCCESS.

But the most infallible means of success in teaching is, that the teacher add to all other helps that of taking constant heed to Himself. Of all the streams he would send forth, he must be the upper spring. It is not by set speeches, that he can convey all knowledge to his scholars. Unless he possess the personal power to excite a thirst for learning, his efforts may only tend to their intellectual poverty. He must gain and secure their affections. Love is the silken chord, stronger than cables of coercion, by which he must draw them to the fountains of wisdom. It will be his countenance, his manner, his tones, and not his cold words alone, that will interest their young hearts in him, and through him, in the studies they pursue. Let him not hope to affect anything, however, by more appearances. Children pierce every covering and see the naked heart. We must, therefore, subdue all unkind and unjust feelings, and cherish a parental regard for our pupils.

The teacher should watch daily the occurrences of the school room, and draw thence materials to mould their characters. If the plant be watered at the right hour, when the calm evening of reflection has come, its root will be nourished, and vigor, and beauty, and life will be shed through its foliage and flowers. The same service performed in the heat of mid-day, when the sun of passion is high,

would but waste the waters of wisdom, and leave the stock parched with all evil.

Has the teacher any trouble with his scholars, let him always recollect the advice of Salzman, and "look first for the cause of it in *himself*." Let him regard his own practice as a model for theirs. Must they be accurate, so let him be. Does he expect them to be diligent, just, patient, benevolent, pure, he should ask if these traits will spring naturally from sympathy with his spirit? This nation needs shining lights at the teacher's desk. Each who now fills that high station should count himself called to be a reformer. As Follenberg, when looking on Switzerland, said of the three hundred pupils training for its teachers, so let this people say of you: "These instructors are the great engine to regenerate the land." So estimate your office and you will each be a living code, enlightening the minds, purifying the hearts, and, under God, redeeming the souls of the precious band, given by parental solicitude and in patriotic faith to your charge, to be prepared by you for the solemn and illimitable future.—*Ibid.*

THOROUGH TEACHING THE TRUE SYSTEM.

"Few branches, and well," should be the teacher's motto. I know one who requires his scholars to read a sentence three or four times over, if a single error be committed in the repetition. This practice will not make rail-road readers, those who are praised according to their speed; but, I am confident, it will make correct readers, though they should advance only at the humble rate of a man's unaided walking. Scholars, to be accurate, must review their lessons often and thoroughly. Each exercise should be bound by bands of steel to all that precede it. Be not ambitious to carry a pupil over many authors or many pages, but be perfectly certain that there is no line or word he has passed over, which he does not now understand. The crate is to be filled with precious wares. Let each piece be wrapt right, packed securely for itself and in relation to all the others. If one be placed wrong, in the journey of life, it may jar and crack its neighbors, and spread devastation through the whole.—*Ibid.*

EVERY THING SHOULD BE TAUGHT WITH ACCURACY.

Aim in all things to secure the utmost *Accuracy*. Do you teach writing, be not satisfied with a scholar's marking over the destined page, or half page, but see that every letter is correctly formed, if but ten be written for an exercise. Are they spelling? Do not judge of their proficiency by the number of columns they can falter through. If each pupil can spell but a single word, let that word be first pronounced, and that distinctly, and then let each syllable be given separately, and each letter with its exact sound. We are a nation of mis-spellers. It is not three years since I knew a graduate of a college commit such atrocities in spelling the words of his performance at commencement, as ought to have put a child of eight to the blush. To the teachers of our primary schools I would say, humanity forbid that you ever send such pupils to our colleges. And of this be sure, that if you neglect their spelling, no high school, academy, nor professor will supply the deficiency. Spelling seems a small thing, a matter that comes of course, but it is not so. If the little gems is not set round the leaf in its morning tenderness, no mid-day sun will ever shed the early dew.—*Ibid.*

THE MORAL ELEMENT IN EDUCATION.

In the Halifax (N. S.) Presbyterian *Guardian* of the 1st instant, in a lengthened editorial article on the *Value of a good Education*, the following affecting and forcible remarks are made:

"The blighted reputation and untimely end of the sons of some of our wealthiest merchants and most industrious citizens, ought to teach others that it is education and virtue, and not wealth or family influence that make the good man and useful member of society. A young man may be full of learning, able to spout passages of Shakespeare, of Byron, of Virgil, and Horace, to solve all the problems of Euclid, and understand the Principia of Newton, and yet be a profligate and an infidel. But if a pious youth know and love his Bible, and make it his daily companion and constant guide and counsellor, then we shall have no fears for the consequences. Such an one will be an honor to his age and to his country, a comfort to his parents in their declining years and an ornament to the church to which he belongs."

THE PROSPERITY OF A STATE DETERMINED BY THE EDUCATION OF ITS YOUTH.

By *Science*, a nation is enabled to profit by the advantages of its natural situation. It avails little that the soil of a country is rich, if the art of cultivation is unknown to the inhabitants. It avails nothing, that her shores are capable of being connected with every climate, through the medium of intervening seas or oceans, while science has never taught the construction of vessels, nor the art of directing them. Without this knowledge, there is comparatively little use in the rivers, by which a country is intersected; nor can the advantages of them be fully realized, till all vincible obstacles to navigation are actually overcome, and neighboring streams are made to unite their waters.

The sciences of chemistry and mineralogy, lately introduced into our country, and now cultivated with so much ardor and success, cannot fail, by their influence on medicine, agriculture and the arts, to produce consequences of great national importance. The nature of man on the one side, and of soils and climates on the other, remains the same in every age. It is knowledge—it is cultivation that produces the change. To this are we to ascribe it, that in our own country, where, two centuries ago, wild beasts and savages were contending for the empire of an unmeasured desert, there are now civil institutions, commerce, cities, arts, letters, religion, and all the charities of social and domestic life.

Whatever civil compact they may seem fit to adopt, an enlightened people will not trust themselves to calculate, with minuteness and confidence, the greatest degree of political prosperity that may be enjoyed, nor the least degree of restraint that may be necessary. It will not escape them, that no human foresight can extend to all emergencies, which a series of years may produce; and that time may develop, in any political constitution, traits, either more or less valuable, than were apparent to its original authors. It is a well known truth in mechanics, that the actual and theoretical powers of a machine will never coincide. Through the flexibility of one part, the rigidity of another, and the roughness of a third, the result may disappoint those fond hopes, which seemed to rest on the firm ground of mathematical calculation. The judicious artist will not, however, on this account, be willing to reject, as worthless, a structure of splendid and complicated mechanism, of solid materials, in the formation of which, much labor, experience and ingenuity have been employed.

It is a remark, not less important because frequently made, that an indifferent constitution may be so administered, as to render a nation happy, and that, without a good administration, the best political institutions will fail of accomplishing that purpose. Now, as the manner in which government will be administered in any nation, can never be foreseen, a discerning people will not confidently anticipate, as their perpetual portion, the highest degree of prosperity which their form of government seems calculated to secure. Nor will they fix their eyes so intently on the evils which may be felt at any period, as to forget the imperfection of all human establishments, and that, under a new form of government, may be concealed important disadvantages, which experience alone can bring to light. Rejecting alike the character of inconstancy, turbulence, and despondency, they will neither tamely yield to abuses, nor subvert their political institutions on account of them.

As an enlightened people will know how to value their rights, they will place those in office, who, by their ability, knowledge and integrity, are entitled to such distinction. To obtain their suffrages, it will not be enough, that a man professes his attachment to order, religion, or liberty. He must have more solid ground, on which to establish his claims to public favor. In knowledge and wisdom is doubtless implied a spirit of discernment. To enjoy the confidence of a wise people, there must therefore be a consistency of character, a uniform regard to moral principle and the public good. They will clearly perceive, that the civil interests of millions cannot be secure in the hands of men, who, in the more confined circle of common intercourse, are selfish, rapacious, or aspiring.

An enlightened regard to self-interest and a religious sense of responsibility, will, in this case, lead to the same practical result. In exercising the right of freemen, the man of religion experiences no conflict between his duty and his inclination. Towards the dishonest, profane, ambitious and profligate, he feels—

"The strong antipathy of good to bad."

He has no wish to behold, arrayed in robes of office, men, whose largest views do not extend beyond the limits of mortal life, and whose deportment and conversation indicate neither love nor reverence for the Author of their being.

In very popular governments, where the elective franchise is widely extended, it is, doubtless, impossible that candidates for public office should be personally known to all, whose suffrages they receive. How generally soever knowledge is diffused, all the members of a large State cannot be brought within the sphere of mutual observation. In this case, resort must be had to the best sources of information. But it should not be forgotten, that a portion of the same intelligence and virtue, required in rulers, is necessary in giving information concerning candidates. An honest and well informed freeman will rely on none but well-informed witnesses.

A nation distinguished by a union of wisdom, knowledge, and the fear of God, is morally certain of having its government well administered, not only for the reason just assigned, but because the tone of morals, existing in such a nation, will operate as a powerful restraint, if, by any casualty or deep dissimulation, persons of yielding virtue should be placed in office.

Public opinion constitutes a tribunal, which few men, and least of all, those who are in pursuit of popular favor, will dare to set at defiance. It is scarcely possible, that a people, truly wise and virtuous, should have a government badly administered. Whenever the majority of a community complain of their rulers, they implicitly utter reproaches against themselves, for having placed their destiny in the hands of men, with whom it is insecure. If their reproaches are long continued, it is good proof that their own morals exhibit no very striking contrast with the morals of those whose profligacy they condemn. In popular governments, the virtues and vices of rulers must flourish or wither with those of the people.

Those intellectual and moral qualities, so essential to the permanent prosperity of a State, can be promoted extensively in no other way than by education, early begun and judiciously prosecuted. The youth in a community have, long since, been compared to the spring. The loss of these would be like striking out from the year, the vernal months. If there be no vegetation in the opening year, what shall support life during the time of autumn and winter? Or what, if there be a luxuriant vegetation, but no salutary or nourishing plant? What if "thistles grow instead of wheat, and cockles instead of barley?"

That education may do much, both for the intellectual and moral improvement of a nation, cannot be called in question. If the Spartan discipline was found adequate to its object, during many centuries, though it counteracted some of the strongest affections of our natures; if parental, filial, and even conjugal tenderness could be extinguished or smothered under a political constitution, which formed but one family, of a whole State, what might not be done by pursuing, with perseverance, a plan of education, concerted with just views of the human character, and under the influence of that glorious light, which Christianity has shed on the destiny of man!

The active powers of the soul must either be suppressed or directed. If they are suppressed, their possessor loses, in a considerable degree, his rank in the moral world. If they are not suppressed, they must be directed by knowledge and moral principle.

The importance of early instruction was felt by the wisest nations of antiquity: "What," says an author,* speaking in the name of the Grecian sages, and profoundly versed in their writings, "What are the solid foundations of the tranquillity and happiness of States? Not the laws which dispense the rewards and punishments; but the public voice, when it makes an exact retribution of contempt and esteem. The laws, in themselves impotent, borrow their power solely from manners. Hence results, in every government, the indispensable necessity of attending to the education of children, as an essential object of training them up in the spirit and love of the constitution, in the simplicity of ancient times; in a word, in the principles which ought ever after to regulate their virtues, their opinions, their sentiments, and their behaviour. All who have meditated on the art of government, have been convinced that the fate of empires, depended on the education given to youth."

This subject did not escape the notice of the Athenian legislator.

* Abbe Barthelemi Travels of Anacharsis III, 329

Solon enacted a number of laws, relating particularly to education. In them he specified both the time, at which youth should receive public lessons, and the character and talents of the masters, who should instruct them. One of the Courts of Justice was to superintend the observance of these regulations.*

At Sparta, it is well known that education was every thing. Children were scarcely introduced into the world, when they were subject to a course of discipline, applied equally to the mind and the body. Lycurgus would have his laws engraved on the hearts of the citizens; and, to effect this, he endeavored so to direct the education of youth, that his institutions might be to them, as a law of nature.†

"In the rising ages of Rome," says the learned Kennet, "while their primitive integrity and virtue flourished, the training up of youth was a most sacred duty. But, in the looser times of the empire, the shameful negligence of parents and instructors, with its necessary consequence, the corruption and decay of morality and good letters, struck a blow towards dissolving that glorious fabric."‡

The same general principle is distinctly recognized in that constitution, which was divinely bestowed on the Jewish nation: These words, which I command thee this day, saith Moses, shall be in thine heart; and thou shalt teach them diligently unto thy children; and shalt talk of them, when thou sittest in thine house, and when thou walkest by the way; when thou liest down, and when thou risest up.—*Dr. APPLETON on the True Sources of National Prosperity.*

EARLY HOURS AND OFFICIAL CUSTOMS OF FRENCH MINISTERS OF STATE.

J. S. BUCKINGHAM, Esquire, (who delivered a series of Lectures on Palestine, in Toronto, about ten years since) gives the following account of the official habits of the Ministers of State in France, in a work entitled, "*Autumnal Tour [1847] in France, Piedmont, Italy, Lombardy, the Tyrol, and Bavaria*":—

"I was favored with a special interview, by appointment, with M. Guizot, and found him, as is the case with most of the French Ministers, very early at his bureau. They usually commence their labours at six or seven in the morning, and are busily occupied till eleven, when they breakfast; so that, in those four or five hours, they have transacted the chief business of the day. On a former occasion, I had an appointment with the Minister of Marine, which was fixed at half-past six in the morning, and even at that early hour, I found several Naval Officers in full uniform, waiting their turn of presentation in the ante-room. I understood the routine of most of the Ministerial offices to be this: From six to eight in the morning, deputations or individuals were received, for verbal conference. From eight to ten all letters or written communications were examined, and the answers to be given to them, noted in outline on the back. From ten to eleven the Minister was alone with his Secretary, and could be seen by no one. At eleven, each Minister repaired to the palace, where they had their *déjeuner à la fourchette* with the King, making it subserve the purpose of a Cabinet Council. At noon, they repaired to the Chambers when in session, where they remained till five—returned home to dine at six—and passed the evening with their families or friends. Once in each week, and on different days, each Minister held a public reception, or *soirée*, at which ladies as well as gentlemen were present; and a great deal of personal communication passed between the Minister and his visitors on topics of public interest, of which he would sometimes make a note in his tablets for reference on the following day; thus mingling, very happily, business and pleasure. The Minister of War held his reception on Monday, the Minister of Finance on Tuesday, the Minister of Public Instruction on Wednesday, the Minister of Foreign Affairs on Thursday, the Minister of the Interior on Friday, the Minister of Justice on Saturday; and the King himself held his reception on Sunday—the hours being usually from eight till eleven—so that all were in bed by midnight.

* Travels of Anacharsis, Vol. 62.—Mitford's Hist. of Greece, Vol. I, 440.

† Ibid. 319.

‡ Juvenal gives testimony to the same effect:

"Dii majorum umbris tentent, et sine pondere terram,
Spirantesque crocos, et in unam perpetuum ver,
Qui praeceptorem sancti voluere parentis
Esse loco."

|| Dent. vi. 6

"If this mode of dividing a Minister's time and occupation be contrasted with that observed by the Ministers of England, it will be found to be greatly in favor of the mode observed in France, both for the health and convenience of the Ministers themselves, and accommodation of those requiring interviews with them, and above all, for the freshness and vigor with which they can attend to public business in the early hours of the day, and give the later ones to domestic enjoyment or pleasurable relaxation.

"The Stranger-guest, having his name once inscribed in the Secretary's book, for either of these receptions, never needs a subsequent invitation, as, on each public evening, he has only to present himself and leave his card, which is checked with the book as he enters, and he is presented to the Minister accordingly. The freedom, variety, courtesy, brilliancy and liveliness of these reunions, render them the most agreeable resorts in Paris; and the deference shown to talent, whether literary, political or artistic, in preference to mere rank or wealth without this qualification, furnishes a striking contrast to an English party in high life."

DISCOVERIES OF A PEACEFUL AGE.

We cannot recount all the discoveries of this peaceful age, from a Lucifer match up to a railroad, and from a steam-ship down to a pair of gutta-percha goloshoes. But these discoveries have made the modern labourer a mightier man than an ancient lord. Just look at your lot, and wonder at your wealth. There was your worthy father—when he wanted to be up betimes, he lost half the night listening to the village clock, and starting up at all the hours except the right one; and when at last a trifle late, he jumped out of bed, and got hold of the tinder-box, after ten minutes' practice with flint and steel, heated but not enlightened, through sleet and slush he had to seek his neighbour's door, and borrow a burning brand. But soundly reposing all the night, and by an alarm roused at the appointed minute, you rasp the ready match across the sanded surface, and turn the stop-cock of the magic tube, and in a moment are surrounded by an affluence of the purest light. It was in the Brighton van that your father travelled, that hard season when he visited the coast in search of work, and he never got the better of the long bleak journey. But for your own diversion you took the trip the other day. You went in the morning and returned at night, and it cost you neither cough nor rheumatism, and less money altogether than you would have paid for one night's jolting in the frosty van. When the last letter came from your poor brother in the North—penny stamps were not invented then—and you remember how rueful you felt, as the postman refused to leave the precious packet, for you had not in all the house a shilling and three pence half-penny. And when your uncle broke his leg, and the bungling surgeons set it so badly that it had to be broken and set anew, after all his torture he never got full use of it again. But when you put out your shoulder-blade, you cannot tell how they set it to rights; for all your remembrance is, the doctor holding some fragrant essence to your nostrils, and, when you awoke from a pleasant trance, the arm was supple, and you yourself all straight and trim. To peace we are indebted for cities lit with gas, and rivers alive with steam. To peace we owe the locomotive and the telegraph, which have made the British towns one capital, and remotest provinces the enclosing park. To peace our thanks are due for food without restriction, and intercourse without expense; for journeys without fatigue, and operations without pain; cheap correspondence and cheap corn; railway cars and chloroform. And to the same bounteous source, or rather to the Giver of peace, and of every perfect gift, we stand beholden for the hundred expedients which now combine to make life longer and more happy.—*Rev. Jas. Hamilton, of London, England.*

SENSE vs. WIT.—Prefer solid sense to wit: never study to be diverting, without being useful, let no jest intrude upon good manners, nor say any thing that may offend modesty.—*Foster.*

·PRAISE.—Every gratification a man prepares for his neighbour depends somewhat for its good reception on the state of mind of the recipient. On the other hand, every man's ear and stomach are always in the right trim to swallow a good dish of praise.—*Jean Paul Richter.*

Miscellaneous.

THE GREAT FIRST CAUSE.

[JOHN MASON GOODE, author of the *Studies of Nature*, and a new *Translation of the Book of Job*, has in four stanzas stated the argument in favor of an intelligent first cause; the wise Contriver of the arrangements of this material world, as strikingly as it could be stated in a whole volume.]

THE DAISY.

Not worlds on worlds, in phalanx deep,
Need we to tell a God is here:
The daisy, fresh from winter's sleep,
Tells of his hand in lines as clear.
What power, but his who arched the skies
And poured the day spring's purple flood
Wondrous alike in all its dyes,
Could rear the daisy's curious bud;
Mould its green cup, its wiry stem,
Its fringed border nicely spin,
And cut the gold embossed gem,
That, set in silver, gleams within:
And fling it with a hand so free,
O'er hill and dale and desert sod,
That man, where'er he walks, may see,
In every step, the stamp of God!

THE DAISY.—The word *daisy* is a thousand times pronounced without adverting to the beauty of its etymology,—“*the eye of day*.”—*T. Campbell.*

RESPECT DUE FROM THE YOUNG TO THE OLD.

From the N. Y. Advocate and Journal.

Aside from the word of God there is but one depository for the oracles of wisdom, and that is in the bosom of the Fathers;—the men upon whose heads the snows of sixty or seventy winters have fallen are frequently led to lament the seemingly hard necessity which compels them to leave the world just as they are becoming prepared, through a long and painful course of discipline, to live in it. True wisdom is not the direct result of reading, or study; but of experience, and of experience alone, although experience is not the result of action disconnected with reflection upon it; for he that acts only sows, but he who reflects upon his actions never reaps. This habit of reflection, so essential to the existence and perpetuity of wisdom, is seldom formed by the young, because they usually view almost everything in prospect. This they are impelled to do by the rush of their feelings, the eagerness of their anticipations, and the locomotive rapidity of their movements. These philosophical facts have led the public mind to the universal adoption of the maxim, “The aged for counsel—the young for action.” It is right and proper that the action, after it is well arranged in thought, should be quick in its growth; but counsel, in accordance with the nature and fitness of things, requires the mellowing influence (sometimes) of years to bring it to maturity.

When Jehovah means to smite a family, community, or nation, with bewildering blindness, which is always the harbinger of ruin, “he removes, as he did in bygone days from Israel, the judge, and the prophet, and the prudent, and the ancient, and gives them children to be their princes, and babes to rule over them.” We are not at all prepared to subscribe to the notions of Elihu, the son of Baruch, the Buzite, “that great men are not wise, neither do the aged understand judgment:” for the fact is, the very reverse of all this is the truth, almost invariably. King Rehoboam lost the best and fairest portion of his dominions because he forsook the counsel of the OLD MEN which they had given him, and consulted with the young men who were brought up with him. Many other and similar disasters have fallen upon civil and ecclesiastical communities from the same cause.

The Fathers should be looked upon as the great connecting link between the past and the present generations; they are the living beacons which skirt the shoals and designate the rocks which beset us in the perilous voyage of our present probationary state; they are the conservatives of the country, and to them in some good degree is committed, under God, the guardianship of the dearest and best interests of the Church. This is as it ought to be; and

should the day ever break upon us when a different state of things obtains in our midst, the glory will have departed from us. There is no difference, so far as the practical results are concerned between the removal of the Fathers from among us, and the nullification of their counsel and advice. When “the children behaved themselves proudly against the ANCIENT, and the base against the honorable,” in the time of Israel's prosperity, then it was that the voice of doom was heard pealing upon the stupid ears of the reckless and incorrigible, saying, “Israel is ruined, and Judah is fallen.” If like causes will produce like effects, have we not reason to tremble for the stability and perpetuity of our religious and civil liberties? Contempt of legitimate authority is the leading sin of our land.

Of what advantage is the hard-earned experience of the parents to the children, if they are to be ruled by them from tottering infancy up to the prime of manhood? And of what advantage can the experience of our Fathers be to us, if by the clamourings of an ungrateful people they are to be pushed from the fields they fought to win, toiled to clear, and spent their energies to maintain? Who does not know that the passions are full grown ere the summit of our physical altitude is attained; but that the ripeness of the intellect and the grounded strength of our virtuous principles, never lunge out in all their commanding and majestic authority, until time furrows the brow with wrinkles, and crowns the head with gray hairs?

Honor to whom honor is due, is a maxim of untold excellence; but if it be left without props to uphold it, so feeble, depraved, and wayward is man, it will fall to the ground, and be trampled under foot. Age combined with authority, cool-headed, even-handed authority, are the props of this golden maxim, and contain in themselves the element of order. When this heaven shall have leavened the whole lump, then shall a practical comment, known and read of all men be seen upon Leviticus xix, 32: “Thou shalt rise up before the hoary head, and honor the face of the old man, and fear thy God; I am the Lord.” It was a custom in the east for the subject to rise up before his prince. There is no doubt an allusion to this custom in the passage just quoted—for the man with a hoary head is a king crowned; for we learn from unerring testimony that “the hoary head is a crown to a man if it be found in the way of righteousness.”

We know it has frequently been said, “Once a man—twice a child.” This saying, however, should not be too hastily received; for it will be found in a variety of instances, that those who were men in the zenith of their days have remained such in old age, even down to the writing out of the last paragraph of their history. It was so with Wesley, Young, Burke, Chalmers, and a host of others we might mention.

FICTITIOUS READING.

No part of education is of greater importance than the selection of proper books for perusal or study. The effects of dissipation upon the mind, may be less apparent than those which the indulgence of vice produces on the body, but they are no less real. Now, no dissipation can be worse than that induced by the perusal of exciting books of fiction,—too often the food of the young mind, just ready to be moulded into a permanent character for life by the formative power of circumstance and experience. These are the proper and legitimate agents for forming the character, but fictitious reading is more powerful than experience, or rather it is a species of experience of itself, but of a monstrous and erroneous nature. If the impressions made by fictitious descriptions, characters and narratives were such as actual life imparts, there would be less cause of complaint, though even in that case the objection would not by any means be removed; but on the contrary they are principally a delusion from beginning to end, a perfect medley of inconsistencies, strung together to excite the curiosity and awaken the sympathy, but leaving behind them an entirely false notion of the real incidents of life. The perusal of such books, like indulging in the use of strong drink, tobacco, opium or any other substance of an intoxicating nature, creates so powerful an appetite for the stimulus, and induces so great a sense of weariness and ennui without it that those who have once got entangled within its influence, find themselves unable to abandon it. It throws its coils around them like the monstrous boa, and death follows its terrible grasp. The intellect unused to any active exertion of its powers, becomes incapable of study or useful reflection and all the faculties of the mind are unstrung. The victim perpetually in an intox-

icating vision of the fancy, is paralyzed when awake as far as any wholesome exertion is concerned, and enraptured with the syren of falsehood, becomes disgusted with the pursuits of actual life. This is no fiction itself, but the case with thousands, vitiated by the light and frivolous reading with which the press at present teems. The evils above depicted arise from the perusal of books whose sentiments may be strictly moral, but if to this, sensuality and vice be superadded, the poison is in proportion more deadly. Then not content with uninspiring visions, so intoxicating that the mind is incapable of fleeing from them and becomes a mere thing of passive ravings, it may incite to actions corrupt and baneful to society, and lay the foundation of a life of vice and crime.

The young mind, so susceptible to impressions, so eager for pleasures, should be guarded from these snares. It should be nourished with strong and wholesome food, before its taste is pampered with dainty luxuries, which will only tend to destroy its appetite and relish for good, and render its constitution sickly and enfeebled.—*Merchant's and Tradesman's Journal.*

FREE SCHOOLS IN THE STATE OF NEW YORK.

Are the electors of the State of New York, in favour of Free Schools for the people? The legislature sometime since condescended to submit the question to them, and they decided it in favor of free schools by one hundred and fifty thousand votes. The majority seems to have been entirely too large! There are a number of wise men, some few men of property, and now and then a political agitator, who think that this was not sufficiently decisive; and these have had influence enough at Albany to induce the Legislature to submit the same question to the people over again, at the November election of 1850; expecting, no doubt, that the intelligent electors of this great and pioneer State in the cause of education, will stultify themselves by treading a step backward, and confessing that they were wrong in supposing that the yeomanry of the State of New York would tax themselves to pay for the schooling of other people's children.

We have no fears that the State will retrace its steps when it is clearly right, and so well supported; and we hope no mystification can be thrown over the subject, by reason of certain defects in the details of the law establishing and making the schools free to all.

A Convention to be held at Syracuse July 10th, will, we trust, be so represented as to bring the best lights of the State on this subject, together, so that from it there will go forth information and influence, which will make the majority two hundred thousand instead of one hundred and fifty thousand at the next November election.—*N. Y. Journal of Education.*

TEACHERS' INSTITUTES.

These temporary Normal Schools are of acknowledged and great importance to the public at large, and especially are they of benefit to those young persons, whatever their mental cultivation may be, who intend to adopt Teaching as their future profession. In various parts of the country we observe teachers are coming together as Institutes or as Associations, and in both cases the object is professional improvement.—*Ibid.*

IMPORTANCE OF TEACHING CHILDREN TO OBSERVE.

If there is any one habit of mind more desirable than any other, it is that of patient and discriminating observation. This habit must be early formed, in order to become a permanent characteristic of the mind. The first things observed are the objects of nature. To the young mind everything is new, even the most common objects must at first excite wonder and call forth thought; while therefore the objects are invested with a peculiar interest, and the perceptive and inventive faculties are most active, the objects with which the child comes into daily contact should be pointed out, their properties and uses explained, and a direction given the faculties, by which the habit of patient observation may be formed. A stimulus will thus be given to the mind to find out every thing new, and as every thing can be subjected to the test of the senses, it will foster a spirit of confidence in the conclusions to which it arrives, so indispensable to intellectual progress, and highly favorable to the formation of an ingenuous and noble character. The constant habit of observing natural objects, begun in youth, will prepare the mind for observation upon every other subject.

The pupil will carry this habit with him into every other department of knowledge, and into the common business of life. Life is so short, and so many objects press upon our attention, that any considerable progress cannot be made without this habit. They who have become distinguished in any department, have cultivated it in an eminent degree. They have derived their knowledge from every source. The most trivial occurrence has been carefully noted, and hence they have been constant learners. It is this habit which distinguishes the philosopher from the common mind. Although books may afford important aid, books alone are not sufficient.—We must see things in real life, must travel back to the sources of action, and witness principles in the light of their actual development. Poets do not obtain their inspiration from books, but from hills and vales, and warbling strains. The philosopher gathers his wonderful discrimination, not from books alone, but from close observations of the actual, physical, mental, and moral changes which are going on around him. The orator and the legislator obtain theirs from similar observations upon the sources of human action, and the operation of civil government. But the natural sciences are peculiarly fitted to cherish this habit during the whole course of education. The student of nature must be a constant observer. So numerous and complicated are the subjects which will demand his attention, that he will acquire the power of patience and discrimination. These subjects offer the best means for detecting superficial observation, and compel him to exercise care in the conclusions at which he arrives, and hence in after life he will be distinguished for that common sense which is so desirable for the discharge of all our common duties.—*Mr. Gray's Lectures before the American Institute of Instruction, on the Importance of the Natural Sciences in a Popular System of Education.*

EDUCATION AND TEACHING THE FIRST CONCERN OF SOCIETY.

Education is, in truth, the first concern of society, and it ought to have the energies of society's best minds. The Athenians, who had glimpses of whatever was most glorious, did in this matter leave mankind a great example. Teaching was the honorable occupation of the greatest men. The brightest minds of Athenian Philosophy were the instructors of Athenian youth; so keenly was the truth felt, that the mature intelligence and moral power, acquired in the struggles of a distinguished life, could perform no higher function than that of rearing up the same precious fruits in the rising minds of the community. Education should be esteemed a liberal and learned profession, and the most honorable of all. The skill to relieve bodily diseases, however comprehensive a knowledge of nature it may require, cannot deserve so high a rank. Nor do the interpretation of law, and the contentions of the courts, however acute the intelligence and extensive the learning they call for deserve, nor would they receive, from an enlightened public opinion, the same estimation. Still less is the trade of war and blood entitled to such honor. Education deserves the foremost rank, and will one day receive it. But, even if it received less than its deserts,—if it was only raised to an equality with the other learned professions,—the improvement of society would receive a powerful impulse. It would be looked to not as a temporary resource, but as an occupation for life. Many, with a liking for it, would give way to their enthusiasm, when it did not cost the sacrifice of all other tastes and habits. The science would be earnestly studied by hundreds of minds, and would be carried forward every day with effects to society altogether incalculable.—*The late John Lalor, Esquire—Prize Essay for the English Central Society of Education.*

STARTING IN THE WORLD.

Many an unwise parent labors hard, and lives sparingly all his life, for the purpose of leaving enough to give his children a start in the world, as it is called. Setting a young man afloat by money left him by his relatives, is like tying bladders under the arms of one who cannot swim; ten chances to one he will lose his bladders, and go to the bottom. Teach him to swim and he will never need the bladders. Give your child a sound education, and you have done enough for him. See to it that his morals are pure, his mind cultivated, and his whole nature made subservient to the laws which govern man, and you have given of what shall be of more value than the wealth of the Indies.

JOURNAL OF EDUCATION.

TORONTO, JUNE, 1850.

PUBLIC SCHOOL LIBRARIES IN UPPER CANADA.

We beg to direct special attention to the practical and valuable communication on the first page of this number, from the pen of R. BELL, Esq., Member of the Legislative Assembly for the united counties of Lanark and Renfrew. Mr. BELL has done much to advance the interests of education and general knowledge in the county which he represents; and his proposal for setting apart the Tavern License Fund for the establishment of Township Libraries of useful reading, is a conception which must commend itself to the best feelings of every patriotic heart. We feel that it would be superfluous for us to add a word to the concise and forcible remarks which Mr. BELL has made on this most important subject. We hope they will receive the attention which their importance demands from public men and from all parties concerned throughout the province. We will confine ourselves at present to a statement of the measures which the Chief Superintendent of Schools has recommended for procuring and introducing suitable Libraries into the various Townships, Cities, and Towns in Upper Canada. In a communication, addressed to the Provincial Secretary, and dated 14th October, 1848, submitting a Draft of amended School bill, he proposed a section setting apart £2,000 annually for commencing a system of School Libraries—accompanying it with the following remarks, which we copy from the "Correspondence between the Chief Superintendent of Schools and Members of the Government on the subject of the School Law," just printed by order of the House of Assembly:—

"The *Thirteenth Section* proposes a small provision for commencing the establishment of Common School Libraries. I propose to do so on the same principle and in the same manner with that which has been so extensively and so successfully adopted in the neighbouring States—except that the regulations for this purpose are *there* made by the sole authority of the State Superintendent of Schools, whereas I propose that *here* such regulations shall be sanctioned by the Governor General in Council.

"On the importance of such a provision, I need not say a word. On this Section becoming law, I shall soon be prepared to submit a draft of the requisite regulations for carrying it into effect, and also to suggest means by which a selection of suitable books may be made and procured from England and the School Libraries of the States of Massachusetts and New-York, and submitted to the consideration of the Board of Education, and then the modes of procuring, at the lowest prices, for any part of Upper Canada, the books which the Board may sanction for Common School Libraries."

The provision here recommended was partially adopted in the School Bill of last year; and with a view of preparing the way for establishing the contemplated Libraries in the most advantageous manner, the Chief Superintendent addressed, to the Provincial Secretary, in July last, the following letter. The unsettled state of the School law prevented these recommendations from being acted upon at the time; but we hope practical effect may be given to them in the course of the present summer and ensuing autumn. The following letter forms Document No. VIII, in the printed correspondence above referred to:—

(COPY.)

EDUCATION OFFICE,
Toronto, 16th July, 1849.

SIR,—I have the honor to submit to the favorable consideration of the Governor-General in Council the following remarks and recommendations with a view to the introduction of School Libraries into Upper Canada, as contemplated by each of the Common School Acts which have been sanctioned by the Legislature.

There can be but one opinion as to the great importance of introducing into each Township of Upper Canada, as soon as possible, a Township

Library with branches for the several School Sections, consisting of a suitable selection of entertaining and instructive books, in the various departments of Biography, Travels, History, (Ancient and Modern) Natural Philosophy and Natural History, Practical Arts, Agriculture, Literature, Political Economy, &c., &c., &c. It is not easy to conceive the vast and salutary influence that would be exerted upon the entire population—the younger portion especially—in furnishing useful occupation for leisure hours, in improving the taste and feelings, in elevating and enlarging the views, in prompting to varied and useful enterprise, that would flow from the introduction of such a fountain of knowledge and enjoyment in each Township in Upper Canada.

But in order to commence such a noble and patriotic undertaking two things are necessary. The first is, to obtain, and for the Board of Education to examine and select the proper books. The second is, to render such books easily and cheaply accessible to every part of the Province.

As the books are not and cannot be published in this country, they must, for some time at least, be obtained from abroad—from England and the United States. Arrangements must be made for that purpose, as the ordinary agencies of the book-trade are insufficient.

When in England in 1833, I made an arrangement with certain Booksellers in London in behalf of the Wesleyan Body in Upper Canada, on the basis of which books have been obtained from that time to this much below the *printed wholesale* prices. When in Dublin in 1845, I arranged with the National Board to obtain their books for Schools in Upper Canada at *cost* prices—much below the *wholesale* prices to the British public; and by means of that arrangement those excellent books are now sold in Upper Canada, about twenty per cent. cheaper than they were three years since. And we now say to each of our Canadian Booksellers, that if he will agree not to sell those books at more than two pence currency for every penny sterling that he pays for them, we will give him a certificate to the National Board in Dublin to obtain them at the reduced prices. By this simple arrangement, private trade is encouraged, at excellent profits, rather than interfered with; and the books are then sold at much lower prices than heretofore. The selling prices of the books are published in the printed Forms and Regulations for Schools, and are uniform in every part of the Province, and known to every Trustee and Teacher. A Canadian House has reprinted an edition of the most of these books (fac similes of the Dublin edition) at even lower prices than the imported editions.

Now, I propose the adoption of an extension of the same arrangements to procure books for School Libraries. I propose to make an arrangement with some of the book societies in London (such as the Society for the Diffusion of Useful Knowledge, &c., &c.) and the cheap library publishers in London and Edinburgh, for procuring such of their books as may be required for School Libraries in Canada, at the lowest prices. I propose to make the same arrangement with the National Board in Dublin for procuring portions of the series of books which they have lately selected and adopted for School Libraries, that we have heretofore made, in order to procure their school books. And as but few of the books composing the School Libraries in the neighbouring States of New-York and Massachusetts are of an exclusively local and politically objectionable character, and as the greater part of their School Library books are as suitable to the youth of Canada as to those of the United States—many of their books being reprints of English works, and translations from the French and German—I propose to make a similar arrangement with School Library (and perhaps some other) publishers in New-York and Boston, that I have above proposed to make with English publishers.

According to this arrangement, I propose to secure, at the cheapest rate possible, to the reading youth and people of Canada, the best popular works which emanate from the British and American press. There will thus be a *British* and *American* series, with the prices affixed to each, and directions where and how they may be procured—leaving to local Councils or Committees the option of selecting from either series, or from both, at their discretion.

In the catalogue of these Library Books, I think a characteristic notice of each book should be inserted (including two or three sentences, but of course requiring considerable thought, judgment and labour, in the preparation); a catalogue should be furnished to each local Council, and the books generally be also brought to the notice of the public in the columns of the *Journal of Education*, and personally by the Chief Superintendent during his visits to the various Districts—one of which I had intended to make during the latter part of the current year.

Should the plan thus briefly explained be approved of by the Governor-General in Council, I propose to devote the next three or four months to its accomplishment, by going to the United States and England to make the arrangements suggested, and to select and procure specimen books for the School Libraries to lay before the Board of Education for Upper Canada, for their examination and judgment. My own personal expenses will, I

think, in all, including difference of exchange, &c., be under £200, and that £250 or £300 will be sufficient to purchase copies of the books required. It is not likely that many Townships will desire, at least for a time, a Library worth half of £300; but the school authorities of several cities and towns will doubtless soon demand a Library of greater value than that sum. The sums mentioned—in all £450 or £500—would, of course be deducted from the first money apportioned for establishing Public School Libraries in Upper Canada. The books thus obtained and approved of by the Board of Education, would be either purchased to increase the Normal School Library, or be disposed of to any of the local Councils or Committees establishing Libraries, as part of their apportionment; and thus the only deduction from the Legislative Grant for School Libraries, would be the amount of my travelling expenses—which would be abundantly compensated by the importance and economical advantages of the arrangements which I would be able to effect, and which, in some shape or form, are of course indispensable to the establishment of School Libraries. I look forward to the day when such Libraries will be increased and enriched by Canadian contributions and publications.

With these remarks, I submit this important subject to the favorable consideration of the Governor-General in Council; and should the task I have proposed be approved of, I will lose no time in prosecuting it. In the mean time, I would respectfully recommend that JOHN GEORGE HODGINS, Esquire, (Senior Clerk in the Education Office) be authorized by the Governor-General in Council to act as Deputy Superintendent of Schools for Upper Canada during my absence, as I have entire confidence in his integrity, knowledge, and ability.

I have the honor to be,

SIR,

Your most obedient servant,

(Signed) E. RYERSON.

The Honorable

JAMES LESLIE,

Secretary of the Province,
Montreal.

GRAMMAR SCHOOLS OF UPPER CANADA.

On the 28th instant the Honorable Inspector-General HINCKS introduced into the Legislative Assembly a Bill "For the better Establishment and Maintenance of Grammar Schools in Upper Canada." According to the provisions of this Bill, the Grammar Schools will be brought under a system which cannot fail to add much to their efficiency and usefulness. Grammar Schools ought not to receive public aid without complying with conditions which are required on the part of the supporters of the humblest Common School. In the State of New-York, the *Regents of the University* (somewhat similar to our Provincial Council of Public Instruction) exact conditions of every academy receiving State aid, less easy of fulfilment than those involved in the provisions of Mr. HINCKS' Bill. Under the operations of that Bill, in case of its becoming law, the Grammar School Fund will be doubled, and the facilities and benefits of the Grammar Schools will be proportionably extended. Last month we explained the relations which ought to exist in a well directed system of National Education, between the several classes of schools, from the primary, up to the University department of Public instruction, and the vast extent to which existing endowments and grants may be rendered instrumental in diffusing sound education among all the youth of Upper Canada. We may here add, that there should not only be unity and harmony in all parts of an efficient system of Public Instruction, but there should be unity and patriotism of feeling among all classes of public instructors. On this point we will restrict ourselves to the following language of the Honorable HORACE MANN, in an address, dated the 15th ult., to the friends of education and of all classes of Teachers in the United States, inviting them to attend a second National Convention for the promotion of Universal education, at Philadelphia, on the 4th Wednesday in August next. Mr. MANN was the Chairman of a similar convention held in the same place in October

last; and in that capacity he issues the address from which we extract the following eloquent and impressive remarks:

"It proposes to unite ALL Teachers of youth in one co-operative effort. The different periods and degrees of education so meet and flow into each other, that they are hardly susceptible of being theoretically separated. From the first form of the Primary School to the highest class in the University, there is a perfect continuity of progress. No break, no chasm, no change of identity interrupts the course. The succeeding grows from the preceding, as the oak of a hundred years has grown from the germ that cleft the acorn; or as the bird that soars undazzled towards the meridian sun, has grown from the eagle just chipping its shell. Hence, the President of a College and the Teacher of a Primary School, though standing far apart, stand in the most intimate relation to each other. Without the labours of the latter, the former would have no material on which his processes could be performed; and without the former, the works of the latter would remain crude and incomplete. They are engaged on different parts of but a single work, and there is the same common interest between them as between the sower of the seed and the gatherer of the harvest.

"Heretofore, there has often been something at least of indifference, if not of alienation and repulsion, between those who presided over the commencement of education and those who superintend its close. It is time they should see that their interests are not adverse, but identical; nay, that when pursued in harmony, they are cumulatively beneficial. These parties may create some benefits when acting separately; but when co-operating, they multiply those benefits by a high moral power. The child, whose mind was well developed in the school-room, not only shoots ahead, but speeds farther and farther of all that he could have been without such early development. His advancement is represented by a kind of compound as well as geometrical series, made up by multiplying time into velocity. When in his turn such a child becomes a parent, he sends better prepared children to the school-room. And out of a larger number of minds, awakened in their youth, and made self-conscious of the existence of their faculties and of the glowing delight of their exercise, all the colleges are sure to lengthen their catalogues; for a child whose mind has been fired by a love of knowledge cannot be kept back from those deeper fountains where his thirst can be slaked. The college draws him irresistibly, and he will break through every barrier,—poverty, discouragement, toil, sickness, all but the 'unconquerable bar' of death itself,—to reach and enjoy it. The colleges will not only lengthen their catalogues, but illuminate them with brighter names. And a community so trained and advanced, will look back with filial piety to the institutions where their honorable career began, and will love to cherish, honor and elevate them, and all who labor in them. Such action and re-action. It is, therefore, most earnestly hoped that all grades of teachers, from the earliest to the latest, will attest their interest in their sacred profession, and their regard for each other, by their presence at the proposed Convention."

EDUCATIONAL MEASURES BEFORE PARLIAMENT.

Three measures have been introduced into the Legislature, relative to Education in Upper Canada; one to amend the Act relative to the Toronto University—providing for the religious instruction and oversight of Students in the University, &c.; a second for the better establishment and maintenance of Grammar Schools; a third in respect to Common Schools. Should these three Bills become law, the system of Education in Upper Canada will be an harmonious whole throughout—founded upon the true constitutional principle of the co-operation of the Government and people in its administration—truly Christian, yet non-sectarian. Under the operations of such a system, we believe the intellectual and moral aspect of Upper Canada will undergo a delightful change, and the public mind will experience a noble elevation, in less than ten years.

MR. T. C. KEEFER'S PRIZE ESSAY.

THE CANALS OF CANADA: THEIR PROSPECTS AND INFLUENCE.
By THOS. C. KEEFER, *Civil Engineer*, pp. 111. Andrew H. Armour & Co., Toronto. Armour & Ramsay, Montreal.

HIS EXCELLENCY LORD ELGIN has, in an enlightened and generous spirit, instituted several prizes for the development of Canadian intellect and the advancement of Canadian interests. In August, 1849, HIS EXCELLENCY offered, through the "President of the Upper Canada Agricultural Association," a Prize of £50 "For the best Treatise on the bearing of the St. Lawrence and Welland Canals on the Interests of Canada as an Agricultural Country." Competitors were to send in their Treatises by the first day of February, 1850. The Council of the Agricultural Association were to select two gentlemen to act as judges, and His Excellency

a third. JOHN YOUNG, Esq., of Montreal, H. RUTTAN and E. W. THOMPSON, Esquires, of Upper Canada, were the gentlemen selected as judges. Ten Essays were sent in. Several of them are highly commended by the judges; but the Prize has been awarded to the Essay of Mr. T. C. KEEFER, son of the venerable GEORGE KEEFER, Esq., Niagara District,—doubly honoured by the respect of a vast circle of acquaintances in various parts of the Province, and by the virtues, intelligence and enterprize of a large family of sons, of whom the author of the Prize Essay is the *ninth*.

This Essay is clear, perspicuous and often forcible in style; replete with various information, the fruit of great industry and research; abounding in comprehensive and practical views, and pervaded by a spirit of ardent and noble patriotism. His Excellency LORD ELGIN must experience lively satisfaction in having called forth such a production; and Canada may be congratulated that one of her own sons has distinguished himself above all competitors in appreciating her resources and advocating her interests. We could wish this Essay were in the hands of every man in Canada. No man can read it with attention without being impressed with the vast undeveloped treasures and capabilities of our country, or without admiring the fore-sightedness of those who have projected the canal and other improvements in our internal navigation. We would recommend every man who wishes to form a just estimate of the value of Canada as an agricultural, commercial and manufacturing country to procure and read Mr. KEEFER'S Prize Essay. We subjoin several extracts, which, while they will present a fair sample of the author's style, will, we trust, promote the objects of his Essay, in impressing the people of Canada with the value of our country and the practical philosophy of its material and social advancement. The newness, the importance and varied interest of the topics embraced will supersede the necessity of any apology for the number and length of the following extracts; and for a full discussion of these, and various kindred topics, we refer the reader to the Essay itself:—

RIVER ST. LAWRENCE.—The position of the River St. Lawrence with respect to climate and latitude is one which is calculated at first view to excite misgiving and dissatisfaction:—but upon a full and fair investigation we must admit, (what indeed ought to have been assumed,) that when the Almighty Maker of the Universe "poured the rivers out of the hollow of His hand," He gave them that direction which should ultimately ensure the greatest number. Any other supposition would be contrary both to Reason and to Faith, and accordingly we find it impossible to propose any more advantageous position for the St. Lawrence than that which was given it when "the waters were divided from the waters;" or any embouchure more suitable to the valley from which it proceeds. We could not secure an unfrozen outlet north of Virginia; we could not improve upon the position of the lakes, and we would not like to abandon the timber of the Ottawa, the coal of Cape Breton and Nova Scotia, or the fisheries of the Gulf. No other direction could be assigned to this river which would, "take it for all in all," afford the same future advantages. Hereafter we shall notice the alleged inferiority, and endeavour to ascertain its comparative value.

This great river,—which for commercial purposes may be said to commence in Lake Superior, the largest body of fresh water on the globe,—leaves the valuable mines upon the coasts of that inland sea, and descending through six degrees of latitude, embracing an extraordinary extent of coast and fresh water fishery in the Huron Archipelago, which is only surpassed by the astonishing one at its mouth—penetrates the fruit-bearing zone of Ohio, Western New York and Western Canada,—the garden of North America for the variety and excellence of its products, and the seat of a commerce to which no limit can be assigned. From Lake Erie this great outlet takes a course almost in a direct line to the Atlantic Ocean, ascending to the same latitude from which it took its departure on the northern shores of Lake Superior. There can be no doubt of the favorable influence of the great lakes of Huron, Michigan, Erie

and Ontario upon the surrounding and included territory, for we do not find that similar fruits can be procured in the same parallels in Eastern New-York or New England.—pp. 8, 9. * *

CLIMATE OF CANADA.—Much has been advanced in disparagement of the Canadian climate, and there is reason to believe that its inconveniences have been exaggerated, while its advantages have been overlooked; for it is demonstrable that our commerce, wealth and prosperity, are in a great measure dependent upon those identical conditions which have been assumed to militate against us.

The climate of Canada is undoubtedly colder in winter and warmer in summer than that of countries between the same parallels in Continental Europe, but it is at the same time more constant; and these extremes apparently so objectionable, in reality extend the range of our productions far beyond those in similar European latitudes. The strong and steady heat of our summer matures, with surprising rapidity, the most valuable plants, while the extreme cold of the winter enables us to combine the products of the northern with those of southern climes.

The grape, peach, and melon, come to perfection in Western Canada, but cannot be produced in the damper climate of England; while wheat, which cannot be grown in Norway, ripens in similar latitudes of Eastern Canada. We are enabled, therefore, to embrace the range of products from the tobacco, rice, and fruits of temperate climes, to the wheat, hemp and hardy grains of the North. The severity of our winters are unfavorable to grazing, and increase the consumption of fuel, yet without the ice and the snow the invaluable timber of our extensive forests would be worthless:—and inasmuch as we do not find the fertility of the soil impaired by the frost, we are justified in assuming that our winters have the same invigorating effect upon the earth, for our peculiar productions, as that conferred by rest upon the human frame: and that when the mantle of snow is removed, the soil, "like a giant refreshed by sleep," is enabled to send forth that rapid and luxuriant vegetation which renders a longer summer unnecessary. Nor are we without encouragement to preserve, or hope of future amelioration in this respect;—Gibbon tells us that "in the days of Cæsar, the Rhine and the Danube were frozen over so firmly, as to permit the irruption of the barbarian hordes with their cavalry and heavy waggons, an event of which there is no modern instance on record." The reindeer, which is not now found south of Lapland or Siberia, was then a native of Hercynian forest, in Germany and Poland.

"The immense woods which intercepted the rays of the sun from the earth have been cleared, the morasses drained, and in proportion as the soil is cultivated the air has become more temperate. Canada at this day is an exact picture of ancient Germany. Although situated in the same parallel with the first province of France and England, that country experiences the most rigorous cold. The reindeer (cariboo) are very numerous, the ground is covered with deep and lasting snow, and the great River St. Lawrence is regularly frozen, in a season when the waters of the Seine and Thames are usually free from ice." We should never forget that we owe it more to our climate than our soil, that we are blessed with an abundant and certain crop of that most valuable production of the earth,—wheat,—the great staple of our commerce, and the prime necessary of civilised life.—pp. 10-12. * * *

MANUFACTURING AND HOME MARKET.—If we had commenced a system of general protection *before* we became exporters of food, then might we have been now our own manufacturers, although we should have paid dearly for our patriotism; because, with a limited market and imperfect commercial facilities, we would have been badly supplied at extortionate rates. But as colonists, we could not become general manufacturers, nor as Canadians can we now become so, until we have greater commercial facilities,—railroads, and an efficient foreign and coasting marine, either of our own, or at our disposal. Manufactures cannot be profitably carried on upon a small scale; neither can the supply be so closely assimilated to the demand in any community, but that large accumulations will periodically occur, for which a safety-valve must be provided, in the shape of a foreign market. Therefore, if the commerce of the St. Lawrence is placed upon such a footing, that we can contest with the Americans, the supply with breadstuffs of the Gulf Provinces, the West Indies and South America, we may, *hereafter*, fill out our cargoes with manufactures from the St. Lawrence for the same destination. Then would our returning vessels

bring back the drugs, dyes, and chemicals required by the manufacturer, the raw hides from the Pampas, and the rare woods of the tropics; and thus place us in a position to engage in these undertakings with similar facilities to those enjoyed by England and the United States. * * *

That there are certain classes of manufactures, which we can profitably carry on, notwithstanding all that has been said about the superior cheapness of transatlantic labour, must be admitted, on looking at the very excellent cloth mills, tanneries, furnaces, and foundries, the asheries, breweries, and distilleries, soap, nail, chair, and pail factories, oil and paper mills, potteries, machine shop, and many other establishments, which have sprung up without any other encouragement than those most important ones, which we offer to every branch of manufactures, viz.: abundance of cheap food and water power, a local market, low rents, and a healthy and invigorating climate. And there are many more which we could have at once, were we in possession of the requisite enterprise, such as rope walks, wire works, copper manufactures, white lead, and paint works, and an extension of our oil mills, candle factories, &c., and more particularly all manufactures of wood,—cabinet ware and turners' work,—and lastly, *ice*. The quality of our iron and the cheapness of charcoal offer every facility for the manufacture of *steel*. These manufactures flourish here because we produce the raw material, and because the expense of transportation and the opportunity for barter are in themselves a protection and an advantage over foreign supplies. Iron we could advantageously produce; our ores are of the finest description, and as we must now use charcoal, the quality would be equal to Swedes'; the inferior though cheaper English article would not come into competition with it, because, in iron the better article is generally the cheaper.

Cotton we could procure either from Tennessee, by continuous water communication through Cincinnati and Cleveland, or from South Carolina by Quebec or New-York; and it could be laid down on any part of the St. Lawrence as cheap as at the mills in New England. The coarser manufactures of this article we might profitably engage in, for in these but a small proportion of labour enters into the cost, the water power and machinery doing the most of the work. In this description of goods the Americans have supplanted the English in India; and British officers serving there, now wear the Yankee drills.

We need not envy the coal of England or Pennsylvania, the chief use of which in manufactures is to produce steam power, because we have a cheaper and more regular power in the countless falls and rapids of our many rivers; and for the manufacture of iron, in the composition of which coal enters so largely, we have seen that with our boundless forests we have a supply of charcoal which is far more valuable for this purpose. The pig-iron manufactured upon the Ohio River, where mineral coal is cheaper than wood, is, for the reasons above mentioned, made from charcoal where it can be obtained.

We have a population in Eastern Canada naturally intelligent and easily controlled, but who are, for one-half of the year, eating almost the bread of idleness:—and we cannot expect to attain the same wealth and prosperity as our neighbours, unless we rise as early, work as hard, and husband our resources as carefully as they do. With an increasing population, who have long since commenced to emigrate, with abundant food, unlimited water power, the noblest river, and the finest canals in the world, Canada, commanding the seaboard, must become the commercial factor for an important portion of interior America, and in due time a manufacturing country,—but we trust never one in which the agricultural interest shall be subordinate; where the husbandman, struggling in that vocation to which Providence has called him,—the first and most natural employment of man,—shall be told that his efforts *must be misdirected*. This is "an axiom" as difficult of adoption as the undisputed, but unnoticed, Golden Rule of Christianity; and as irrefutable by a minority, as the arguments we have employed when we took from the Indian his hunting-grounds, and proved (to our own satisfaction,) that he would be a happier man if he forsook his vagabond propensities and tilled the soil.—pp. 38-42. * *

RECIPROCITY WITH THE UNITED STATES.—The advantages of a free access to the American Market need no demonstration, but the readiest mode of obtaining it is a subject of much discussion. That it will become the interest of the United States to yield this privi-

lege, we have no doubt—but that they will be brought to do so by *argument*, instead of by *action*, is we fear scarcely to be expected.

Canada is in a position to compel the Americans to open their ports to her produce,—and to exact tribute from the trade of the Western States; and she owes this position wholly to the improvement of the St. Lawrence. Without her canals, she would be compelled to do, what Ohio, Michigan, Wisconsin, and other Western States are now doing,—contribute to the support of the Government and improvements of the State of New-York; with this additional disadvantage, that she would at all times have twenty per cent. to pay toward the support of the general Government of the United States. * * *

Whether we obtain reciprocity or not, and whatever be our future commercial position with regard to the United States, our policy is the same, viz., to render ourselves speedily and permanently independent of all other routes, so long as we have one (under the control of our own legislation) which admits of being used. If the withholding of this concession on the part of the United States, for two or three years longer, should have the effect of arousing us to a proper sense of our position,—whatever pecuniary loss we might in the interval undergo would be a most valuable investment. If however we had the *entré* of the American markets to-morrow, the attendant advantages would be but imperfectly enjoyed without our St. Lawrence canals. If, as in 1847, a good demand existed on the seaboard, we would be the victims of an expensive and limited means of export, and nearly all the profit of that demand *would go to the forwarders and the State of New-York*. In that year the cost of transport from Buffalo to Albany rose to two dollars per barrel, owing to the want of capacity in the Erie Canal.

Of the produce coming from, and merchandize going to the Western States by the route of Syracuse, about one-third now goes by the way of the Welland Canal and Oswego; the other two thirds by the way of Buffalo. Oswego is gaining so rapidly upon Buffalo in the strife for the western trade, as to leave very little room for doubting, that in a few years the greater part upward and downward would take the Oswego route,—*if sufficient facilities could be afforded on that route*. A most significant fact is, that of the salt leaving Syracuse (the point of junction of the Oswego and Erie Canals) for the West, 56,000 tons went last year by the Oswego and Welland Canals, and only 19,000 by Buffalo. Had the remainder of the up freight started for the West, from Syracuse, (instead of from Albany in *Buffalo boats*) a greater portion of it would undoubtedly have gone by the Welland Canal. In 1840, Oswego had only one-sixth of the Western and Canada trade up, and one-seventh down. These proportions have now increased to one-half and one-fourth respectively; the receipts of western produce being greater now than they were at Buffalo in 1840; and, although in 1848 (after the enormous export of 1847) there was a *decrease* in those receipts at Buffalo, of 167,000 tons—there was at the same time an *increase* of 5,000 tons at Oswego.

Now if the Welland Canal, substituting twenty-eight miles of ship navigation for 154 of boating on the Erie, has produced the effect we have shown upon the Western trade, what would it be if we could take the cargo which has passed the Welland, to Whitehall on Lake Champlain? thus substituting say twenty or forty miles more of ship navigation for about 130 of boating;—leaving only a boat navigation of less than seventy miles, with but fifty-five feet elevation to the summit above Champlain,—to reach tide water at the Hudson. Would we not inevitably secure to the St. Lawrence canals the same western trade of *the Americans* which now moves through the Welland Canal? Would not that flour which now passes through the Erie Canal and is carried by railway from Albany to Boston, pass down through the St. Lawrence canals to Burlington, and thence take the *two rival* railroads into the best market for breadstuffs upon this continent—the manufacturing districts of New England? The manufacture of those districts would then go west through our canals; and our vessels by thus going down, would draw up freights from Quebec and Montreal, New-York and Boston, the whole of New England, and the manufacturing counties of Northern New-York. The immediate construction of a canal from Lake Champlain to the St. Lawrence, the cost of which would not exceed £500,000, is an object of the most vital importance to us, as the proprietors of the St. Lawrence and Welland Canals, for it would secure the payment for, and support of our magnificent artificial navigation, chiefly by

the transit of foreign trade; and leave us wholly independent of the result of the respective capabilities of, or rivalry between New-York and Quebec. To us as agriculturists, it will become an object of far greater importance.

ST. LAWRENCE AND ERIE CANAL NAVIGATION COMPARED.—The average freight in *steam vessels*, from Toronto to Quebec, in 1849, was 1s. 6d. per barrel: now a barrel of flour could not be sent from Toronto to New-York for less than 2s. 6d.; we have, therefore, one shilling in price in favour of Quebec—we do not ask any more. The time required to reach Quebec, say four days; to New-York, fourteen days:—to New-York, two transshipments; to Quebec, none. We need not enlarge upon the importance of speed to *our farmers*, in the three months which intervene between the harvest and the close of the navigation,—or to *our buyers*, whose prices are regulated by weekly advices from Europe, and who, with the assistance of the telegraph, the rapids and steamers of the St. Lawrence, will be enabled to fulfil an order before a reaction in the markets take place. If then, as must be admitted, the *inland* portion of the St. Lawrence be incomparably the superior line of communication between the country around the Western Lakes and tide water, the question is, whether this superiority is sufficient to counterbalance the known disadvantages of the *sea route*, and the preëminence which greater wealth, more extensive connexions, and larger markets give to New-York.

Before we can profitably consider the future prospects of the ocean commerce of the St. Lawrence, it will be well to examine some of the alleged evils of the gulf route—and first, that favorite one of the panic makers, viz.: that the St. Lawrence is frozen up "for six months in the year."

If we take the average of the arrivals of the first ships at Quebec for the last twenty years, we will find the date to have been the 30th of April or 1st of May. So quickly does the ice disappear, that it not unfrequently happens, that the first ship from sea and the first steamer from Montreal, arrive at Quebec upon the same day. For the last twenty years, the average of the first arrival at Quebec from Montreal is the 25th of April. The average date of the opening of the Erie Canal for the same period is the 21st of April, but for the last three years it has been the 1st of May, although during these same years ships have arrived from Britain at Quebec on the 24th of April, and steamers from Montreal on the 17th of that month. The great length of the Erie Canal, the time required to fill it with water, and the preparation necessary after the frost and snow have disappeared, make it difficult to open it for navigation in any season before the first of May. This difficulty will not be diminished by the enlargement of that canal, or increase of business, and we may safely assume the first of May as the future date of the opening of navigation upon the Erie Canal, and practically, the same date for the Hudson River. In point of time, then, the commencement of navigation is equalized at both points; but inasmuch as the Erie Canal is not open at *Buffalo*, until the first of May, a cargo of flour will not reach Albany until ten or twelve days later, while one which leaves Lake Erie by the St. Lawrence will, upon the average of years, arrive at Quebec on the first of May, and find ships there ready to take it to England, or can be sent on in the same craft to Halifax. We have nothing to fear, then, from competition by the Erie Canal in this respect. New Orleans and the Mississippi have an advantage over us in the winter months, but as the food districts are in the north, upon the tributaries of the Ohio and Mississippi, which are closed in winter, there also our positions are nearly equal. The Erie Canal has been closed, on the average of twenty years past, before the fifth of December, on and after which date vessels may every year leave Quebec, the only objections to sailing late arising from cold weather and snow storms, causing difficulty in managing the rigging,—an evil to which all vessels are subject upon a European voyage at this season of the year:—and one which, in the St. Lawrence, could be in a great measure neutralized by a harbour of refuge. Many captains consider that the snow storms are more frequent in October and November than in December, in which latter month the weather is more settled. We cannot see, then, that the St. Lawrence need have one day less of navigation than the Erie Canal. It is true that very few ships have remained in this river after the first of November, but this did not arise from any fear of imprisonment, but out of the exclusive system which has hitherto confined this navigation to a certain number of traders.

which, as they only make two trips in the year, arrive chiefly in May and September, and are under no necessity of remaining later than November. But, if there be freights, we will hereafter have plenty of arrivals from sea in November, and departures in December.

COMPARATIVE NEARNESS TO ENGLAND BY QUEBEC AND NEW-YORK.—Most persons accustomed to the view of maps and charts upon Mercator's projection, or upon the plain surface of the Atlas, are apt to complain of the great *détour* the St. Lawrence makes to reach the Ocean, and imagine that there is a great additional length of voyage to be made, by a ship starting from Quebec or Montreal for Britain, over one from New-York. *Quebec is some hundreds of miles nearer to Liverpool by navigable routes than New-York.* To persons accustomed to these charts, and who have been taught to believe that a straight line is the shortest distance between two points, it would appear that the nearest route to the British channel—say from Lake Erie—would be in a *direct* line, and therefore would leave at Buffalo and pass south of Halifax. They would also suppose that New-York was particularly favoured in having a *straight* course, over the open Ocean, to the British channel; whilst Montreal could not "strike a straight line" to that point without running on Gaspe and Newfoundland. Inasmuch as a *straight* line between Quebec and Liverpool would pass some hundreds of miles beneath the surface of the Atlantic (as it would be the chord of an arc upon the earth's surface) it is clear that, although the *shortest* line, it is not the most convenient way of getting there. If a thread be stretched upon a globe, from any point in the British channel to Toledo on Lake Erie, and arranged so as to lie upon the shortest line it will be found to run nearly throughout America, within the waters of the St. Lawrence, not deviating at any point more than 30 miles, and if the eastern end of the thread be shifted to Glasgow or the north of England its shortest position will be found in the Straits of Belleisle, between Newfoundland and the Labrador coast. If this thread be now placed with one end at New-York, and the other at Liverpool, in its shortest possible position, it will be found resting upon the Island of Newfoundland; although upon the *flat* charts this Island appears as much out of the way as Greenland. Kingston is as near to Liverpool and Hamilton as near Glasgow, as New-York is to either by a sailing route. The false idea given to persons by Mercator's projection, arises from the circumstance, that the meridian lines are drawn parallel to each other; thus a degree of longitude at the North Pole, where it is nothing, is drawn as great as at the Equator, where it is seventy miles: again, on those charts the parallels of latitude, at all latitudes, appear to be the shortest routes between points in the same latitude, thus the semi-circumference of the arctic circle seems a less distance than the spherical diameter of the same.

The coast of British America is more than 1,000 miles nearer to Britain, than New-York, because every degree of longitude contains a less number of miles as we approach the poles. Canada has suffered not a little, in the estimation of the world, from the conception of Mercator. When we stretch a thread from the great food-producing region of America, at Lake Erie, to the great food-consuming country of Europe—Britain, and find that the St. Lawrence runs almost upon the line of a great circle, the shortest possible distance, with the most capacious, speedy, and economical mode of communication, we cannot fail to be struck with this remarkably direct channel between the parent and the offspring of the most favoured race of men.

FUTURE TRADE OF THE ST. LAWRENCE.—The valley of the St. Lawrence differs from those of Rivers generally, in being almost *unilateral*. It is the *natural* outlet for Canada—that part of Vermont, west of the Green Mountains—Northern and Western New York—Northern Ohio—Michigan, and a portion of Illinois and Wisconsin. In the more Southern portion of the valley, at Lakes Michigan and Superior, the waters which flow into the Gulf of Mexico approach within a few miles of the Great Lakes themselves; so that of the States of Pennsylvania, Ohio, Indiana, Illinois, and Wisconsin, which touch the navigable waters of the St. Lawrence, an important portion of Ohio only forms a part of the valley of this river. But,—with the exception of Vermont, the Eastern portion of Northern New York, and a part of Pennsylvania,—there are no chains of mountains, or broad tracts which divide the countries drained by the St. Lawrence from those drained by the Mississippi, Hudson, and Connecticut Rivers. There are not, therefore,

those decided geographical distinctions,—mountainous boundaries,—which in many countries govern the trade of particular districts ; and the great plain of the West between the Ohio, the Mississippi and the lakes, is easily accessible from both the Gulfs of St. Lawrence and Mexico, and also from tide water on the Hudson. The want of extensive branches penetrating rich tracts of land, as is the case East and West of the Mississippi, is in a great measure compensated for by the magnificent expansion of the St. Lawrence into the navigable lakes Superior, Huron, Michigan, St. Clair, Erie, and Ontario,—by Lake Champlain, and by those noble tributaries, the Ottawa and the Saguenay. The lakes present a coast of upwards of 5,000 miles, and the valley of the St. Lawrence proper, possesses a population of at least 4,000,900. The products of this great plain, in descending to tide water at the three points, will be governed by the respective demand at those places, the time, expense, and character of the routes. Taking Chicago as a central point in the plain, the distances from thence to New Orleans, New-York and Montreal, do not vary very much ; but the *time of transport*, and the character of the routes are widely marked. From the returns of transport upon the Erie Canal, we find that the States of Ohio, Indiana, Illinois, Michigan and Wisconsin, with a portion of North-west Pennsylvania, made most of their imports and exports by lakes Erie and Ontario. In addition to these, Kentucky, Missouri, Tennessee, and Iowa make importations by the Northern route, probably on account of the expense of ascending the Mississippi. By the Northern route they *export* all manner of agricultural produce, cotton, tobacco, domestic spirits, leather and lead, and *import* furniture, dry goods, crockery and hardware, fish, sugars, tea, and all kinds of groceries. The population, whose commerce is centered upon the St. Lawrence, cannot now be less than five millions of souls, whose increase in numbers, in agricultural and commercial wealth, is unprecedented in the history of the world. We fear to estimate their future progress, for natural incredulity will here reject calculations for the future,—though founded on the past, as certainly, as that the follies of youth will be repeated in every generation, notwithstanding the accumulated experience of centuries ; because the proportion of those who walk by faith, to those with whom “seeing is believing,” is as small in the commercial as in the moral world.—pp. 86-88.

PRACTICAL CONCLUSION.—If our farmers but shake off that apathy and indifference to the control of their own and their children's destinies which has been produced by bad Colonial training—by absence of adversity—and by a distaste for strife, which may become political cowardice,—if they escape from the generous exertions of demagogues and “friends of the people,” and bear aloft above all political differences and all religious dissensions, the neutral and pre-eminent question of their common prosperity—do as a people, what they would have each other do—give their own attention to their own affairs—“be sober, be vigilant,” an honest, non-repudiating, God-fearing people—they cannot fail to secure those blessings which have been transferred from the disobedient Jew to the believing Gentile ; “their sons growing up as the young plants—their daughters as the polished corners of the temple—their garners full and plenteous with all manner of store,—their flocks and herds multiplying—their oxen strong to labour—no decay, no leading into captivity, and no complaining in the streets.”

Educational Intelligence.

CANADA

COMMON SCHOOL EXAMINATIONS.

School Section, No. 8, Port Colborne, and No. 5, Petersburg.—Messrs. G. W. Cook and C. W. Brewster, Teachers. By previous arrangement the schools and their patrons met at “Sugarloaf Hill.” The pupils were examined in the branches usually taught; the time for examining being equally divided between the Teachers by the Chairman. At the close several suitable pieces were sung by the Scholars. Two very able addresses from experienced persons were delivered. Mr. Cook was presented with a very beautiful silk School-banner bearing the following excellent mottoes, “Excelsior,” and “A good Education the strength of a Nation.” Some of the spectators came a distance of twenty miles.—[Communicated by the Trustees

School Section, No. 5, Huntington.—Mr. Geo. Mowat, Teacher. The quarterly examination was held in presence of the Trustees, eight or nine Teachers from adjoining School Sections, Township Councillors, Township Superintendent, and thirty or forty other visitors, parents of children who have attended the School. The Superintendent, Visitors, and Teachers present cordially approved of the thoroughly intellectual and comprehensive method pursued by the Teacher, as indicated by the quick, accurate, and thoughtful answering of the whole School in the common branches, and of the more advanced scholars, as well as their proficiency in Drawing, &c. The Township Superintendent addressed those present on the subject of Education. He was followed by the Rev. J. Reynolds, who spoke with great feeling on the importance of Religion and Morals in connexion with our Common Schools.—[Communicated.

School Section, No. 4, Cobourg.—During the afternoon of the Queen's Birth day, Mr. Down, the Teacher, gave a tea party to his pupils, of whom there were over an hundred present. Amongst the visitors we noticed the Venerable the Archdeacon with the ladies of his family; the Trustees of the School; Mr. and Mrs. Eyre, &c., &c. Mr. Down is held in the highest estimation as a teacher, having a daily average of over one hundred pupils.—[Star.

Nova Scotia Common Schools.—His Excellency the Lieutenant-Governor, in Council, has been pleased to appoint Jas. William Dawson, Esquire, to be a Provincial Superintendent of Education for Nova Scotia.

TEACHERS' INSTITUTES IN UPPER CANADA.

Teachers' Institute at Guelph.—On the evening of Thursday last, Mr. Hind, of the Normal School, Toronto, delivered a Lecture in the Court House on Agricultural Chemistry, illustrating the subject by several interesting experiments. The subject selected by Mr. Hind as the theme for prelection was happily chosen. In an agricultural country like Canada, there can assuredly be no science of more practical importance than Agricultural Chemistry. We are glad to understand that this subject is now very generally taught in our Common Schools, and we trust it will soon become imperative on all Common School Teachers to direct the attention of their pupils to this very interesting and very valuable branch of study. On Friday, Mr. Hind met the Teachers at 9 A. M., and again at 2 P. M., when much valuable instruction was communicated relative to the mode of tuition followed in the Normal School. At the conclusion of these exercises, the thanks of the teachers present were presented to Mr. Hind. Preliminary arrangements were then made by the Teachers present, for forming a Teachers' Institute for the County.—[Herald, 11th June.

Teachers' Institute at Woodstock.—Mr. Robertson delivered his first Lecture according to notice, on the evening of Monday, the 10th June. About two hundred to three hundred persons attended, including from thirty to forty Teachers, and several of the Local Superintendents and Trustees. We observed also that the most intelligent and respectable classes both of Woodstock and the surrounding country were fully represented. Several ladies also cheered the audience with their presence. The subject was Education, and especially Popular Education. The Lecture was listened to with the most fixed attention throughout, and the Lecturer took his seat amid enthusiastic cheering, which continued for some time. On Tuesday morning the Teachers assembled in the Court House, and a Teachers' Institute was formed, the principles of which were explained by Mr. Robertson. About 40 Teachers enrolled their names. Several other gentlemen interested in the cause, entered their names also. Mr. Alexander then addressed the Teachers for a few minutes, congratulating them on their better prospects as a class, &c. Mr. Robertson then addressed them, explaining the principles of teaching the science of Geography and History. In the afternoon, after a short address by the Rev. Mr. Landon, Mr. Robertson gave a most valuable discourse on the Philosophy of Grammar. In the evening Mr. Robertson again addressed an audience of from 300 to 400, and delighted them with a highly interesting Lecture on Agricultural Chemistry ; at the close of which a vote of thanks was proposed, with a few complimentary remarks to Mr. Robertson, by Mr. Vansittart and which was seconded by Mr. Alexander, and carried by acclamation ; to which Mr. R. returned a brief but feeling reply. On Wednesday morning, the teachers again assembled in the Court House, when Mr. Robertson addressed them ;—School Organization, Government, and Discipline forming the matter of his Lecture. At the close, Mr. Christopher Goodwin, teacher in Woodstock, took up the subject of Arithmetic,—illustrating the improved method of instructing in that important science. In the afternoon Mr. Robertson closed the proceedings of the Institute, as embraced in his present visit to Woodstock by a most excellent Lecture on reading and spelling. His course has been a laborious one and must have been attended with additional difficulty in so continually addressing the public, from some degree of oppression of voice being occasionally evident, the result probably of cold, combined with continual exertion in speaking. It

will, however, be a matter of satisfaction to him to have observed that a growing feeling of interest, was manifested on the part of the public by the constantly increasing numbers who attended his Lectures, as well throughout the day as in the evenings. Immediately after the close of the Institute the Teachers, through Mr. Goodwin, presented an address, to which Mr. Robertson replied extempore in a most happy and appropriate speech.—After Mr. Robertson's withdrawal, the Teachers and other friends present organized themselves into a public meeting, by appointing Mr. Christopher Goodwin, Chairman, and Mr. James Fitzgerald, Secretary, when an address to the Chief Superintendent, thanking him and the Executive for their patriotic intention, was adopted.—[British American, June 15th.

Teachers' Institute at Goderich.—On the evenings of the 10th and 11th inst., Mr. Hind, of the Normal School, lectured in the Hall of the Huron Hotel on the subject of Agricultural Chemistry. Mr. Hind is evidently a young man of superior native talent and of much promise. He seems acquainted with his subject, and although it is one of great extent, and involving a vast variety of details, yet by his happy manner of illustration, the simplicity of his style, and his abandonment of the mummeries and technicalities of science, Mr. Hind, even in two lectures of ordinary length, succeeds in conveying a tolerable idea of the nature and importance of Agricultural Chemistry. We were much gratified with the interest which our towns-people, and even many from a considerable distance, manifested on the occasion. The Hall was well filled, and the utmost attention and good conduct were maintained throughout. Mr. Hind had a meeting in the Common School on Tuesday which was tolerably attended by Teachers from various parts of the United Counties, and a number of spectators. His remarks and explanations, on this occasion were confined to the best methods of teaching the more popular branches of Common School Education.—[Huron Signal, June 13th.

Teachers' Institute at London.—According to announcement, Mr. T. J. Robertson, one of the Provincial Normal School masters, delivered a Lecture last Thursday evening at the Mechanics' Institute on the subject of education. There was a very full attendance. Mr. Robertson commenced by calling their attention to some particular points, viz:—the duty which parents owed to the public—the utter uselessness of expecting that any system of education, however good, could be efficient unless it had the cordial co-operation of all parties—the necessity of parents refraining from all interference with teachers when their children had been once committed to their care—the popular error of confounding instruction with education,—the absolute necessity of punctual attendance. All these considerations were urged with much force and copious illustration. He concluded by a forcible appeal to the feelings of the audience, reminding them that in aiding the cause of good education they were preparing a generation who even in their time would in all probability appear upon the stage of life as jurors, merchants, artisans, and all the other branches of which the community was composed. The formation of a Teachers' Institute was commenced Friday morning at the New School House. There were present between forty and fifty Teachers, and Local Superintendents. Mr. Robertson opened the proceedings. He observed that the present were but preliminary steps; but when these Institutes were properly organized the members should look upon themselves as students' and place themselves under some degree of discipline. Persons qualified would be requested to lecture on the different branches of education or any members of their own body who felt competent to the task might deliver a lecture, while the rest would of course, for the time being, consider themselves under his tuition. Members would also see the necessity of strictly abiding by the rules when they had once enrolled themselves. The object aimed at in the Institute would be mutual improvement. Mr. R. then proceeded to give some admirable lessons on the manner of teaching infants, and the gentle bearing which it was necessary the teacher should assume, and the best method of exciting a spirit of emulation among them. He was followed by his colleague, Mr. Hind, who gave a most excellent practical lecture on Agricultural Chemistry. A small apparatus enabled Mr. Hind to give some very interesting experiments. Mr. Hind's lecture had for its principal object the purpose of showing teachers, trustees and others connected with our Common School system how necessary it was that they should become acquainted with these subjects in order that they might diffuse useful and practical knowledge among the rising generation of farmers in matters relating to their every day occupation, matters upon which the wealth and progress of this fine country so mainly depended. Mr. Hind then proceeded to describe in a most interesting manner how plants drew their constituents from the soil, and the necessity for replacing them by the use of lime in a caustic state and other measures. He then made some remarks on the diseases of vegetables generally, but particularly the rust, a species of fungus of which there were two kinds prevalent in Canada, the yellow and the red. The next subject alluded to was fallowing, which was absolutely necessary in this country, because if the land were left unploughed till spring, so rapid was vegetation in this climate that it would be impossible

for spring grain to catch up with the growth of weeds which had laid in the ground all winter and derived assistance rather than obstruction from spring ploughing. Mr. Hind's lectures gave much satisfaction. He has certainly a most popular style.—[Canadian Free Press, 20th June.

Lecture on Education.—The Town Superintendent delivered in the Court House, on Friday evening last, a lecture on Education, replete with sound sentiments well expressed. It was numerously and respectfully attended.—[Niagara Mail, 19th June.

Mr. Johnson's views on education are quite orthodox—he is for educating all to the highest attainable standard, and under his superintendence we expect to see the schools of Niagara reach the highest excellence of which they are capable. His developments with regard to their present condition were upon the whole very satisfactory.—[Chronicle.

School Section No. 12, Williamsburg.—Mr. P. Jordon, Teacher. I felt highly gratified with the proficiency the pupils evinced. It was also gratifying to the parents to see with what promptitude and facility the pupils answered abstruse and critical questions. I would mention two pupils, Alexander Bell and George Casselman, who were conspicuous in demonstrating propositions in Euclid; also, solving questions in Mensuration and Algebra, in connection with Arithmetic, Book-keeping, Grammar, Geography, and a theoretical knowledge of the Rudiments of Astronomy. The school was also visited by the Rev. John Dickey and others of distinction.—[Communicated to Prescott Telegraph.

UNITED STATES.

Educating Indians.—By an Act recently passed, the State of New-York has appropriated the annual sum of \$1,000, for the education of ten Indian youths, for three years, in the Normal School, the next term of which commences on the 13th of May.

Female Medical College.—The Legislature of Pennsylvania has chartered a College for the Medical education of Females, to be located in Philadelphia. The act of incorporation confers on the Institution the same privileges enjoyed by any other medical school in that State.

Education among the Cherokees.—These people support twenty-one Free Public Schools from their own funds, and with a view of raising the standard of Education among them, they have just completed two commodious brick buildings to be used as High Schools, one for each Sex.—[N. Y. Journal of Education.

Connecticut Normal School.—A Normal School was opened on the 16th instant, at New Britain, Ct., the people of the village having subscribed \$12,000 in aid of the Institution.—[Ibid.

Literary and Scientific Intelligence.

The new Poet Laureate and his Office.—It is said that Alfred Tennyson will be elevated to the Laureateship if the office be continued. The Poet Laureate was formerly called the King's versifier, and may be traced as far back as 1251, at which period his stipend was one hundred shillings per annum: it is now £100 a-year. In the *History of English Poetry*, Mr. Warton says, "In the reign of Edward IV., the first mention is made of the more dignified appellation of Laureate, which was originally bestowed on John Kay." Mr. Warton is also of opinion that the title arose from the degrees taken at the University of Oxford, on which occasion a wreath of laurel was presented to the new graduate, who was styled *Poeta Laureatus*.

The Library and Visits to the British Museum.—The library of the British Museum contains 450,000 volumes, and it has been calculated by an officer of the Institution that, if they were all required to be placed on one shelf, that shelf would be at least twelve miles in length! The number of visits made to the Reading-rooms of the British Museum for purposes of study and research, in 1810, was 1,950—in 1849, it was 70,371.

Pension to Mr. Waghorn.—The Queen has granted a pension of £25 to the widow of Lieut. Waghorn the eminent express traveller and pioneer of the Overland route to India.

Foreign Scientific Prizes.—The Royal Geographical Society of England has awarded their yearly gold medal to Col. Fremont of the American army, pioneer of the overland route to California, that gentleman having furnished the world with the greatest amount of Geographical knowledge during the past year. The King of Denmark has also presented a gold medal to Mr. J. R. Hind of the London Observatory for the discovery

of the comet of February 6, 1847, which was visible at noonday, shortly before perihelion. The motto or inscription is, "Non frustra signorum obitus speculamur et ortus." Mr. Hind has also received from the Academy of Sciences at Paris a prize on the Lalande foundation, for the discovery of Iris and Flora in the year 1847.

Royal Commission to Inquire into the State and Revenues of the Universities of Oxford and Cambridge.—The Heads of Houses, in both Universities, have objected in the strongest possible manner against the proposed Royal Commission as illegal and unconstitutional, and not designed to promote the objects contemplated.

Printing Statistics of the London "Times."—From a paper on Printing Machines, read by Mr. E. Cowper, at the Institution of Civil Engineers, it appears that on the 6th of May, 1850, the *Times* and *Supplement* contained 72 columns, or 17,500 lines, made up of upwards of a million pieces of type, of which matter about two-fifths were written, composed, and corrected after seven o'clock in the evening. The *Supplement* was sent to press at 7.50 p.m., the first form of the paper 4.15 a.m., and the second form at 4.45 a.m.; on this occasion, 7,000 were published before 6.15 a.m., 21,000 papers before 7.30 a.m., and 34,000 before 8.45 a.m., or in about four hours. The greatest number of copies ever printed in one day was 54,000, and the greatest quantity of printing in one day's publication was on the 1st of March, 1848, when the paper used weighed 7 tons, the weight usually required being 4½ tons; the surface to be printed every night, including the *Supplement*, was 30 acres; the weight of the fount of type in constant use was 7 tons, and 110 compositors and 25 pressmen were constantly employed.

Change of Names.—Formerly a custom prevailed with learned men to change their names. They christened themselves with Latin and Greek. *Desiderius Erasmus* was a name formed out of his family name *Gerard*, which in Dutch signifies amiable, or *G A R all*, and *A E R D nature*. He first changed it to a Latin word of much the same signification, *Desiderius*, which he refined into the Greek *Erasmus*, by which names he is now known. The celebrated *Reuchlin*, which in German signifies *smoke*, considered it more dignified to smoke in Greek, by the name of *Capnio*. One of the most amiable of the Reformers was originally named *Hertz Swartz* (black earth,) which he elegantly turned into the Greek name of *Melancthon*.

Beginning of the Year in Various Nations.—The Chaldeans' and Egyptians' year was dated from the autumnal equinox. The ecclesiastical year of the Jews began in the spring; but in civil affairs they retain the epoch of the Egyptian year. The ancient Chinese reckoned from the new moon nearest the middle of Aquarius. The year of Romulus commenced in March, and that of Numa in January. The Turks and Arabs date their year from the 16th of July. Dremschild, or Gernschild, king of Persia, observed, on the day of his public entry into Persepolis, that the sun entered its Aries; and in commemoration of this fortunate event, he ordained the beginning of the year to be removed from the autumnal to the vernal equinox. The Brachmun begin their year with the new moon in April. The Mexicans begin in February, when the leaves begin to grow green. Their year consists of eighteen months, having twenty days in each; the last five are spent in mirth, and no business is suffered to be done, nor even any service in the temples. The Abyssinians have five idle days at the end of their year, which commences on the 26th of August. The American Indians reckon from the first appearance of the moon at the vernal equinox. The Mohammedans begin their year the minute in which the sun enters Aries. The Venetians, Florentines, and the Pisans in Italy, began the year at the vernal equinox. The French year, during the reign of the Merovingian race, began on the day on which the troops were reviewed, which was the first of March. Under the Carolingians, it began on Christmas-day, and under the Capetians, on Easter-day. The ecclesiastical begins on the first Sunday in Advent. Charles the IX. appointed, in 1564, that for the future the civil year should commence on the 1st of January. The Julian Calendar, which was so called from Julius Cæsar, and is the old account of the year, was reformed by Pope Gregory in 1582, which plan was suggested by Lewis Lilio, a Calabrian Astronomer. The Dutch, and the Protestants in Germany, introduced the new style in 1700. The ancient clergy reckoned from the 25th of March; and the method was observed in Britain until the introduction of the new style, A. D. 1752; after which our year commenced on the 1st of January.

Singular and Curious Facts in Natural History.—The greyhound runs by eye-sight only, and this we observe as a fact. The carrier-pigeon flies his two hundred and fifty miles homeward, by eye-sight, viz.: from point to point of objects which he has marked; but this is only our conjecture. The fierce dragon-fly, with twelve thousand lenses in his eyes, darts from angle to angle with the rapidity of a flashing sword, and as rapid-

ly darts back—not turning in the air, but with a clash reversing the action of the wings—the only known creature that possesses this faculty. His sight, then both forwards and backwards, must be proportionately rapid with his wings, and instantaneously calculating the distance of objects, or he would dash himself to pieces. But in what confirmation of his eyes does this consist? No one can answer. A cloud of ten thousand gnats dance up and down in the sun, the minutest interval between them, yet no one knocks another on the grass, or breaks a head or a wing, long and delicate as these are. Suddenly, amidst your admiration of this matchless dance, a peculiarly high shouldered, vicious gnat, with long, pale, pendant nose, darts out of the rising and falling cloud, and settling on your cheek inserts a poisonous sting. What possesses the little wretch to do this? Did he smell your blood in the mazy dance? No one knows. A four-horse coach comes suddenly upon a flock of geese on a narrow road, and drives straight through the middle of them. A goose was never yet fairly run over; nor a duck. They are under the very wheels and hoofs, and yet, somehow, they contrive to flop and waddle safely off. Habitually stupid, heavy and indolent, they are nevertheless equal to any emergency. Why does the lonely woodpecker, when he descends his tree, and goes to drink, stop several times on his way—listen and look round—before he takes his draught? No one knows. How is it that the species of ant which is taken in battle by other ants to be made slaves, should be the black, or negro ant; No one knows. A large species of the starfish (*Ludia fragilissima*) possesses the power of breaking itself into fragments, under the influence of terror, rage or despair. "As it does not generally break up," says Professor Forbes, "before it is raised above the surface of the sea, cautiously and anxiously I sunk my bucket, and proceeded in the most gentle manner to introduce *Ludia* to the purer element. Whether the cold air was too much for him, or the sight of the bucket too terrific, I know not; but in a moment he proceeded to dissolve his corporation, and at every mesh of the drege his fragments were seen escaping. In despair I grasped at the largest, and brought up the extremity of an arm with its terminating eye, the spineous eyelid of which opened and closed, with something of a wink of derision." With this exquisite specimen of natural history wonders, for which naturalists can only vouch that "such is the fact," and admit that they know no more. You see that young crab blowing bubbles on the sea-shore!—such is the infancy of science. He waits patiently for the rising tide, when all these gobules of air shall be fused in a great discovery.

Curiosities of Science—Geological Changes of our own Time.—Lyell, Darwin, and others, have lately collected and powerfully applied a curious class of facts, to show the slow and continuous upheaving or depression of large tracts of land, in different parts of the world, in effect of subterranean changes going on underneath. The phenomenon belongs to our own time, as well as to the anterior ages in the history of the globe. In Sweden, for instance, a line traverses the southern part of that kingdom from the Baltic to the Cattegat, to the north of which, even as far as the North Cape of Europe, there is evidence, scarcely disputable in kind, that the land is gradually rising at the average of nearly four feet in a century; while to the south of this axial line, there are similar proofs of a slow subsidence of surface in relation to the adjacent seas. This, and various other examples of what maybe termed secular changes of elevation, particularly in South America, amidst the great coral foundations of the Indian and Pacific Oceans, have led the eminent geologists just named to regard such slow progressive changes as the probable cause of many or most of those great aspects of the earth's surface, which by others have been attributed to paroxysmal actions of subterranean forces, sudden and violent in kind.

Extraordinary Discovery of the Art of Forming Diamonds.—The Paris correspondent of the *Atlas* makes the following interesting remarks which announce a triumph of chemical genius as much without parallel as is the diamond itself peerless:—"The scientific world has been in a state of commotion during the whole week in consequence of the publication of the discovery of the long sought for secret of the fusion and crystallization of carbon. The Sorbonne has been crowded for the last few days to behold the result of this discovery in the shape of a tolerably-sized diamond of great lustre, which M. Desprezt, the happy discoverer, submits to the examination of every chemist or *savant* who chooses to visit him. He declares that so long ago as last autumn he had succeeded in producing the diamond, but in such minute particles as to be visible only through the microscope, and, fearful of raising irony and suspicion, he had kept the secret until, by dint of repeated experiments and great labor, he had completed the one he now offers to public view. Four solar lenses of immense power, aided by the tremendous galvanic pile of the Sorbonne, have been the means of producing the result now before us. M. Desprezt holds himself ready to display the experiment whenever it may be required. The diamond produced is one of the quality known in the east as the black diamond, one single specimen of which was sold by Prince Rostoff to the late Duke of York for the enormous sum of twelve thousand pounds."

Editorial Notices, &c.

NOTICE TO MUNICIPAL COUNCILS, LOCAL SUPERINTENDENTS AND TEACHERS.

The notification of the apportionment of the Legislative School Grant for the current year, will be made the very week the Common School Bill, now pending before the Legislature, becomes law; and the payment of that apportionment to the Treasurers of the several Counties, Cities, and Towns, may be expected by the first of August, as in past years. The current year's apportionment of the School Grant cannot be made until the School Bill before the Legislature becomes law, without carrying embarrassment and confusion throughout every part of our School system. This is the reason why the apportionment has not been notified months since. We regret the unexpected delays which have prevented the School Bill from passing the Legislature until the present time. We hope to be able, in the course of a short time, to notify the apportionment to the Local Municipal and School authorities, and furnish the requisite suggestions for giving it effect, and for entering upon a more auspicious career for the improvement and efficiency of Common Schools.

CORRESPONDENCE ON THE COMMON SCHOOL LAW OF UPPER CANADA.

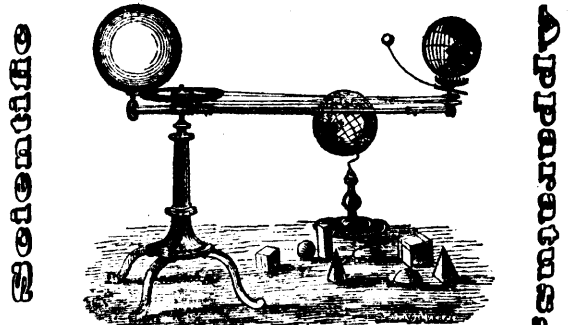
A Return has just been laid before the House of Assembly and printed,—in answer to an Address from that branch of the Legislature to His Excellency, requesting "copies of all correspondence which have taken place between any member of the Government and the Chief Superintendent of Education, on the subject of the School Law of Upper Canada, and Education generally, of an official character." The Return contains *thirteen* principal documents, and *ten* in the Appendices—23 in all—and includes the correspondence which has taken place on the subject of the School Law, &c., from March, 1846 to April, 1850. The Return extends to 59 printed folio pages. Two or three of the principal documents refer to the School Bill introduced into the House of Assembly last year, by the Hon. MALCOLM CAMERON. The remainder are devoted to the exposition of the general principles of our School system, and of the original drafts of the School Act, 9th Vict., ch. 20, and 10th and 11th Vict., ch. 19, and of the Draft of Bills to amend the School Law of Upper Canada, and to adapt it to our new Municipal Institutions.

Massachusetts Board of Education.—The *N. Y. Observer* says, the Rev. EDWARD OTHERMAN, of the Methodist Episcopal Church, has been appointed a member of the Massachusetts Board of Education, in place of the Rev. Dr. TRUB, of the same church, who has removed to Connecticut, to assume the Professorship of Moral Philosophy in the Middletown University.

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