

Technical and Bibliographic Notes / Notes techniques et bibliographiques

The Institute has attempted to obtain the best original copy available for scanning. Features of this copy which may be bibliographically unique, which may alter any of the images in the reproduction, or which may significantly change the usual method of scanning are checked below.

L'Institut a numérisé le meilleur exemplaire qu'il lui a été possible de se procurer. Les détails de cet exemplaire qui sont peut-être uniques du point de vue bibliographique, qui peuvent modifier une image reproduite, ou qui peuvent exiger une modification dans la méthode normale de numérisation sont indiqués ci-dessous.

- | | | | |
|-------------------------------------|---|-------------------------------------|---|
| <input type="checkbox"/> | Coloured covers /
Couverture de couleur | <input type="checkbox"/> | Coloured pages / Pages de couleur |
| <input type="checkbox"/> | Covers damaged /
Couverture endommagée | <input type="checkbox"/> | Pages damaged / Pages endommagées |
| <input type="checkbox"/> | Covers restored and/or laminated /
Couverture restaurée et/ou pelliculée | <input type="checkbox"/> | Pages restored and/or laminated /
Pages restaurées et/ou pelliculées |
| <input type="checkbox"/> | Cover title missing /
Le titre de couverture manque | <input checked="" type="checkbox"/> | Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées |
| <input type="checkbox"/> | Coloured maps /
Cartes géographiques en couleur | <input type="checkbox"/> | Pages detached / Pages détachées |
| <input type="checkbox"/> | Coloured ink (i.e. other than blue or black) /
Encre de couleur (i.e. autre que bleue ou noire) | <input checked="" type="checkbox"/> | Showthrough / Transparence |
| <input type="checkbox"/> | Coloured plates and/or illustrations /
Planches et/ou illustrations en couleur | <input checked="" type="checkbox"/> | Quality of print varies /
Qualité inégale de l'impression |
| <input checked="" type="checkbox"/> | Bound with other material /
Relié avec d'autres documents | <input type="checkbox"/> | Includes supplementary materials /
Comprend du matériel supplémentaire |
| <input type="checkbox"/> | Only edition available /
Seule édition disponible | <input type="checkbox"/> | Blank leaves added during restorations may
appear within the text. Whenever possible, these
have been omitted from scanning / Il se peut que
certaines pages blanches ajoutées lors d'une
restauration apparaissent dans le texte, mais,
lorsque cela était possible, ces pages n'ont pas
été numérisées. |
| <input checked="" type="checkbox"/> | Tight binding may cause shadows or distortion
along interior margin / La reliure serrée peut
causer de l'ombre ou de la distorsion le long de la
marge intérieure. | | |
| <input checked="" type="checkbox"/> | Additional comments /
Commentaires supplémentaires: | | Continuous pagination. |

JOURNAL OF EDUCATION

FOR

Upper Canada.

VOL. II.

TORONTO, SEPTEMBER, 1849.

No. 9.

Annual Report

OF THE

NORMAL, MODEL, AND COMMON SCHOOLS,

IN UPPER CANADA,

FOR THE YEAR 1848.

WITH AN APPENDIX.

BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY, 1849.

PREFATORY LETTER TO THE PROVINCIAL
SECRETARY.

EDUCATION OFFICE,
TORONTO, 19th May, 1849.

SIR,—I have the honour to transmit herewith, to be laid before the Governor-General in Council, my School Report for Upper Canada, for the year 1848. I have hastened to prepare this Report earlier than the period prescribed by law, in order that it may be laid before the Legislative Assembly, and ordered to be printed, previous to the close of the present Session.

The general statistics of this Report have been prepared at the expense of much labour and correspondence, and are more comprehensive and minute than those which were given in my last Annual Report, or than those contained in any other document which has been compiled in this country,—exhibiting the progress of Common Schools, and of higher Seminaries of Learning, as far as I have been able to obtain information, from 1841 to 1849. The varied and important statistics for the years 1847 and 1848, are the result of Forms and Regulations which have been prepared under the provisions of the present School Law, and illustrate its operations.

I have the honour to be,

Sir,

Your most obedient servant,

(Signed),

E. RYERSON.

The Honourable

JAMES LESLIE,

Secretary of the Province,
Montreal.

PART I.*

To His Excellency the Right Honourable JAMES, EARL OF ELGIN AND KINCARDINE, Governor General of Canada, &c., &c., &c.

MAY IT PLEASE YOUR EXCELLENCY,

Pursuant to the provisions of the Common School Act, I have the honour to transmit to Your Excellency, to be laid before the Legislature, my School Report for the year 1848. According to the letter of the Statute, the Report will not be due until the 1st of August next; but in order that its publication may not be delayed until another Session of the Legislature, I have anticipated the

prescribed time of its preparation, and made special efforts to be able to transmit it before the close of the present Session. As my Report for 1847 is only now in the course of printing by order of the Legislative Assembly, and as therefore the present Report will appear simultaneously with that for 1847, I have thought it advisable to limit the statistical part of the Report to *Districts*—omitting the mention and separate statistics of individual *Townships*.—For the same reason, I think it proper to confine my remarks to a few statements and references, having discussed at considerable length in my last year's Report the several subjects involved in the system and progress of Common Schools.

I.—THE CONDITION OF THE SCHOOLS,

It is gratifying to observe, is in every respect in advance of that of the preceding year. This improvement is not confined to one department, or to a few Districts, but extending to every District, City, and Incorporated Town in Upper Canada, with the single exception of the *City of Toronto*. There is, as might be supposed, a great difference in the state of the Schools in different Districts, and a great difference in their comparative improvement; but it is an encouraging fact, that there is some improvement in them all; and that that improvement is under the heads which evince most strongly the increasing co-operation and interest of the people at large in the support of the Common Schools.

II.—SCHOOL MONEYS.

In the year 1847 the principal part of the Special Grant of £1,500 for the establishment of the Provincial Normal School was expended, and was consequently deducted from the Legislative School Grant for the following year; so that there were £1,259 less apportioned for the support of Common Schools in the various Districts in 1848 than there had been in 1847. Yet notwithstanding this deduction, the amount available for the salaries of Teachers for 1848 is £8,470 in advance of that for 1847;—the total amount available for the salaries of Teachers in 1847 being £77,599 11s. 4½d, while that for 1848 is £86,069 2s. 3½d. As there was a reduction of £1,259 in the Legislative Grant apportioned to the several Districts in 1848 as compared with that for 1847, (a reduction which will not occur again,) it follows that the amount raised by voluntary local taxation for the salaries of School Teachers, was £9,728 more in 1848 than in 1847,—while the amount raised by local voluntary taxation in 1847 for the same purpose was £5,490 in advance of that for 1846. Of this increase of £9,728 in the total available for salaries of Teachers in 1848 over that of 1847, we have an increase of £2,404 under the head of *District Council Assessments*, and £7,324 under the head of *Rate-bills*—or that which the people in the several School Sections voluntarily tax themselves for the salaries of Teachers to instruct their children, over and above the amount of the School Fund—which consists of the Legislative Grant and the Municipal Council Assessments for the year. The total amount of *School Rate-bills* was, for 1846, £29,335 12s. 3½d.; for 1847, £30,543 10s. 5½d.; for 1848, £37,968 10s. 7½d. Thus these returns exhibit not only a large increase in the amount of moneys raised for the salaries of Teachers in 1848 over that of any preceding year, but an increase under the heads which evince the growing general interest of parents in the education of their children.

* For complete Table of Contents to this Report, including Statistics, Appendix, &c., see *Journal of Education*, Vol. II. page 30.

III.—ATTENDANCE OF PUPILS AT THE SCHOOLS.

According to the Reports of local Superintendents, the whole School population of Upper Canada in 1848 (that is of the population between the ages of five and sixteen years) was 241,102—being an increase of 10,127 over that of the preceding year. The whole number of Pupils reported in attendance at the Schools in 1847 was 124,829; the whole number in attendance in 1848 was 130,738—increase of Pupils in favour of 1848, 5,910. But there is a much greater difference in the *average* than in the *aggregate* attendance of the pupils at the Schools during these two years. The gross *average* attendance of Pupils in the *Summer* of 1847 was 84,537; in the *Summer* of 1848 it was 112,000. In the *Winter* of 1847, the gross *average* attendance of Pupils was 89,991; in the *Winter* of 1848 it was 114,800. These results furnish a gratifying illustration of the gradual and rapidly advancing progress of School instruction amongst the youthful population of Upper Canada; although it is lamentable to observe, that nearly one-half of our School population are not in attendance at School at all.

IV.—NUMBER OF SCHOOL SECTIONS, SCHOOLS, &c. &c.

In my last Annual Report (pp. 5-7*) I mentioned the means which had been employed to prevent the formation of small and inefficient School Sections; and to reduce the number of those already formed. It affords me pleasure to be able to remark, that while the number of *School Sections* reported for 1847 was 3,055, the number of School Sections reported for 1848 was 2,953—a reduction in number of 102. On the other hand, the number of Schools *in operation* reported in 1847 was 2,727, while the number of Schools *in operation* in 1848 was 2,800—increase of Schools in operation in favour of 1848, 73. It is also satisfactory to remark, that while the *average* attendance of Pupils at each School was, in the *Summer* of 1847, 31, and in the *Winter* 33; it was in the *Summer* of 1848, 40, and in the *Winter* 41. I have, furthermore, pleasure in stating, that while the *average* time of keeping open the Schools by qualified Teachers throughout Upper Canada in 1847 was 8½ months, it was in 1848 not less than nine months.

It thus appears, that in respect to the *average* time of keeping open the Schools by legally qualified Teachers, the *average* attendance of Pupils in both *Summer* and *Winter*, the *aggregate* attendance of Pupils, and the *amount of moneys* raised by voluntary local taxation for the salaries of Teachers, the year 1848 is manifestly in advance of any preceding year. The same remark may be made in respect to the number and character of the School-houses built during the year 1848, as shown by the accompanying Statistical Table marked E; and also the increasing use of School Books recommended by the Board of Education—those Books being already used in a majority of the Common Schools of Upper Canada, and also in most of the Private Schools.

I herewith subjoin extracts from the Reports of those local Superintendents of Common Schools who have accompanied their Statistical Returns with general observations on the working of the School Law, and the state and progress of the Schools in their respective Districts.

V.—EXTRACTS FROM THE REPORTS OF LOCAL SUPERINTENDENTS OF COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1848.

OTTAWA DISTRICT.

Extract from the Report of Thomas Higginson, Esquire, District Superintendent :—

“Of the state of Education in this District I would say, it is very low, especially in new settlements; still there are many Teachers, male and female, of respectable attainments, of correct morals, and persevering industry; and many Pupils possessing a much larger amount of elementary knowledge than is generally supposed. A feeling is evidently springing up on the part of parents and guardians, and the community generally, that the education of the rising generation is indispensable; and I believe if the present system would be permitted to continue, that great, important, and happy results would be achieved. That ever vacillating system of legislation with which this Province has been pestered, tends much to

paralyze the effects of even the best School Law. Public opinion has no time to mature on any system until another is adopted. The great corrector of abuses, experience, becomes bewildered amidst continual fluctuations; and the public mind, having no time to fix on what is beneficial, or reject what is erroneous, becomes either bewildered or indifferent.”

BATHURST DISTRICT.

Extract from the Report of the Reverend James Padfield, District Superintendent :—

“Of the 122 Teachers employed in the course of the year in this District, only 40 received certificates from the District Superintendent. It is supposed the rest held Visitors' certificates. The power given to Visitors to grant certificates is liable to great abuse; and in this District many persons have been authorized to teach by such certificates, who ought rather be pupils themselves than instructors of others. With respect to the character of the Schools here, they are for the most part of the second class; there are many, however, of the third. Very few only are taught by such Teachers as I should deem entitled to general certificates. On this subject, however, it appears to me that no definite idea can well be formed until a more accurate statement is furnished of the qualifications necessary for the several classes of Teachers.

“Ten new School-houses have been erected or completed in the District during the year. In most of these erections a much greater regard has been paid to the fitness of the buildings for the purpose they are intended to serve, than has heretofore been usual in many parts of this District. There is indeed yet room for improvement; but still every friend of education will rejoice at the increasing interest felt on this subject, which these buildings exhibit. The parties who projected and carried on the works deserve great credit for their exertions, and it is to be hoped they will witness the good effects of their labours in the additional advantages thus afforded to both Teachers and Scholars.”

DALHOUSIE DISTRICT.

Extract from the Report of the Honourable Hamnett Pinhey, District Superintendent :—

“You will find on a realization of my Annual Report, that the pecuniary remuneration actually paid by the Trustees and Parents to the several Teachers, has quadrupled the amount of the Parliamentary Grant; and I am assured that the sums appearing due to the Teachers on the 31st of December last, have in most of the Sections been paid. A very great improvement is visible as regards the efficiency of the Teachers, the acquirements of the Pupils, and scholastic discipline; the Schools are better furnished, and the children improved in appearance, dress, and address.”

MIDLAND DISTRICT.

Extract from the Report of John Strachan, Esquire, District Superintendent :—

“It gives me pleasure to state, that the Schools in general in the Midland District are very much improved from what they formerly were, and some of them are in a most flourishing condition, though too many are inferior.

“I fondly hope that the Normal and Model Schools will have a most salutary effect, and be productive of the best consequences by means of raising the standard of Education in Common Schools, and qualifying young men to become teachers of youth.”

VICTORIA DISTRICT.

Extract from the Report of William Hutton, Esquire, District Superintendent :—

“We have only one of the Normal School Pupils yet in our District, (Edward Thresher,) and, though in a very remote part of the County, I am happy to say he has a very large and good School, and gives very great satisfaction. A few more of them would infuse a spirit amongst us which we much require.”

NEWCASTLE DISTRICT.

Extract from the Report of Benjamin Hayter, Esquire, District Superintendent :—

“It will be seen that very nearly all the Schools in the District have been open at least six months, and very many have been open twelve months,—independent of those which are always yearly

* See *Journal of Education*, Vol. II., pp. 114, 115.

Schools. A lively interest is growing daily in favour of Common School instruction, though there is doubtless still too much apathy, and some slight opposition in certain quarters to the fair trial of the Act; but it will be seen that there is a considerable increase in the averages under all the principal headings of the Report, which will test satisfactorily the relative bearings of the operations of the Act with reference to past years."

SIMCOE DISTRICT.

Extract from the Report of H. A. Clifford, Esquire, District Superintendent:—

"The School-houses in this District, with only two exceptions, are log buildings, and only a few of them are provided with suitable seats and desks; some of the older ones are fast going to decay, and wherever they have been replaced by new ones, greater attention has been paid to furnishing them with proper conveniences: no ventilating apparatus has been introduced in any of them, neither do any of them contain more than one room.

"I am happy to say, that the National School Books have been very generally introduced into this District during the past year, as you will perceive by the Report. It is true that this remark refers only to the first, second, and third reading books, and in a few instances to the fourth; but I consider that by their introduction we have made one grand step towards general improvement, for I find that amongst the Teachers who use them but one opinion of their merit prevails, viz: that the progress and improvement now made are much more rapid and substantial than before their introduction. Until the last two years the English Reader and the Scriptures, very frequently only the latter, were the only reading books to be found in many of the Schools; and though I am glad to say that the Scriptures have in no instance been discarded, still the indiscriminate use of them has in a great measure ceased, and books designed for progressive School readers now assist them in storing the children's minds with useful information.

"With regard to the sentiments of the people on the subject of Education, I have to remark that of course they are very various, though I believe that upon the whole a better feeling exists, and more cordiality and unanimity begin to be exhibited towards the Schools. At first, almost all classes strongly objected to any direct tax upon them for promoting the objects of general education; but the novelty of such a tax has now worn off, and the improbability of its being abolished having become apparent to all, less dissatisfaction and less opposition are now offered to its collection."

GORE DISTRICT.

Extract from the Report of Patrick Thornton, Esquire, District Superintendent:—

"In forwarding this Annual Report for 1848, I am happy to have it in my power to state, that the Schools in this District generally have made considerable advances during the year. Perhaps the improvement in 1848 has equalled that of any former year since the appointment of District Superintendents. There is one thing deserves to be particularly noticed,—there is a much better spirit generally prevailing than in 1847."

NIAGARA DISTRICT.

Extract from the Report of Dexter E'Everardo, Esquire, District Superintendent:—

"In connexion with the accompanying Report, I have the honor to state, that during my visits among the Schools of this District the past year, I found a very marked improvement in the qualifications of the Teachers, a material increase in the numbers in attendance, and in apparatus and School requisites, and a higher and more healthy tone of feeling among the people generally with reference to Education, than I have found in any previous year.

"It is true that there are many localities where a surprising indifference with regard to their Schools still prevails, attended by a penny-wise policy and the usual accompaniments: a poor Teacher, very few and unsuitable books, an absence of almost every convenience and facility for communicating instructions with advantage, and a six months' School. But, on the other hand, a great number of Sections have shaken off the lethargy of former periods; have come to understand their real educational interests; have determined to employ Teachers of the highest order of attainments; to pay them suitable salaries; to supply the Pupils with

appropriate and uniform books; to furnish the School-house with all necessary School requisites; to keep their Schools permanently open; and to place their Teachers in that respectable position in society which their merits and the importance of their vocation demand. It gives me pleasure to add, that this latter class of neighborhoods is decidedly on the increase. In such neighborhoods the Schools are frequently visited by Trustees, Parents, and School Visitors; the quarterly examinations are looked forward to with much interest and with high expectations by all the parties concerned, are numerously attended, and are productive of a great amount of good.

"It is scarcely necessary to remark, that in such places School difficulties and complaints against the School Laws, are rarely heard of.

"Among the Teachers exhibiting the greatest improvement, not only in literary acquirements but in their system of teaching, and whose labors are distinguished for the greatest amount of usefulness, are those who have enjoyed a course of training in the Provincial Normal School,—an Institution which, if duly appreciated, is destined to render an incalculable service to our country.

"Two years have now elapsed since the existing School Laws came into full operation; the party prejudices with which they were at first received, have gradually worn away, and the people have thereby been enabled to judge dispassionately of their various enactments.

"Their general provisions are at this time tolerably well understood; their practical adaptation to the wants of the country very generally admitted; and the feeling of dissatisfaction which prevailed with reference to them in the early part of 1847, has given place to a general desire that they may, in their leading and organic features, remain unaltered.

"That these laws are not only practical but popular with a large majority of the inhabitants of the Niagara District, the statistics in the accompanying Report, compiled from the official returns of School Trustees amply prove. By referring to that document, it will be seen that upwards of ten-thirteenths of all our children of School age have been enjoying instruction in the Public Schools the past year; that the increase in attendance at those Schools over the previous year was more than 15 per cent.; and over 1846, more than 33 per cent.; and that the increase in the aggregate number of months the Schools were kept open, over 1847, was 9 per cent., and over 1846 upwards of 19 per cent.; while the increase in the averages, and in the apparatus and School requisites, was even in a greater ratio, as compared with the periods before named—these improvements taking place, too, without any perceptible augmentation of the total number of children in the District.

"Although public sentiment here seems adverse to much farther legislation upon the subject at present, still I am inclined to think that some modifications of the Statutes referred to, not interfering with their essential principles, are expected; and that such modifications might be introduced, and some additional enactments be made, which would tend to increase the efficiency of the whole School system. The number of properly qualified Teachers is not, nor is it likely to be for some time to come, proportioned to the want of the community in that respect.

"It is believed by many that the repeal of that clause of the School Act, 9th Victoria, Chapter 20, prohibiting the granting of Licenses to alien Teachers would, under existing circumstances, afford considerable relief, and prove highly advantageous to us, without prejudicing the interests of any one; in which opinion I fully concur.

"The conferring upon School Trustees the power to raise by tax from the ratable property of their Section, (presuming that an equitable system of assessment will be established,) a sum sufficient, exclusive of the ordinary apportionment, to pay the Teacher's salary, would be a practically useful and popular amendment. It is not suggested that the powers at present possessed by the different Municipal Bodies be transferred to Trustees, or in any respect altered, but that Trustees may have the option of levying the tax themselves, or of applying to the Council for it to be done, according as the peculiar circumstances of the respective localities may render expedient.

"In justice to all parties, I feel bound to state, that the Free School System, whether to be applied by School Trustees or Dis-

district Councils, is not approved of by every person in the Niagara District; yet the avowed opponents of the principle constitute decidedly the smallest portion of the rate-paying community, and are composed of individuals who, with a few exceptions, have no children to educate, or who do not choose to have their children attend the Public Schools, or who have not bestowed much thought upon the subject, and of the persons under their respective influences.

"On the other hand, the question being a new one in this country, the advocates of the system are not altogether agreed as to the extent to which the principle should be applied. One portion is in favor of compelling all those who have children, (and no others,) to pay towards the salary of the Teacher a sum proportioned to the number of their children, whether they send them to School or not; and another portion is willing to fix a moderate rate, say from 2s. 6d. to 5s. per quarter, to be paid by each pupil, the balance of the salary to be raised by tax upon the ratable property of the Section; and another portion, which is by far the largest portion of the whole, and comprises a considerable majority of the freeholders and householders of the District, believes that the principle is just, and that if applied at all, it should be applied to its fullest extent—that the property of the Section should educate the children of the Section, without respect to colour, country, or condition in life.

"I think that I give the views of at least five-sixths of those best informed upon the subject, and most competent to judge, when I state that they believe the Rate-bill system, both 'unsound in theory, and unprofitable in practice,'—that the natural effect of it is to keep children out, while the effect of the Free School system is to bring them into the Schools.

"The correctness of these views is amply proved by reference to the Trustees' Report for 1847 and 1848, for the five School Sections in this District, in which the Rate-bill system prevailed during the first named, and the Free School system during the last named year.

"The aggregate population of School age in the five Sections in 1847, was 953; the aggregate attendance during the same period was 527. In 1848 the population was 994, and the attendance 969; showing a gain in favor of the latter system of 442, or nearly 90 per cent!

"There are many parts of the District where the Schools have attained to a high degree of efficiency, and where a thirst for reading has been created in the minds of the youth of both sexes, that the small Libraries of private families in the country are not able to satisfy.

"To meet the wants of the community in this particular, some provisions for the establishment and support of School Section Libraries would be favorably regarded, and at once carried into effect.

"The fruitfulness of the Press of our enterprising neighbors in producing those corrupting works of fiction, and the extremely low price at which they are sold, make them easily available to all; while from the peculiar style in which they are written, the tendency to read them on the part of young persons, is fully proportioned to the facilities for obtaining them.

"These circumstances, if there were no other reasons, should, I humbly conceive, stimulate us to early action on the subject, and to place within the reach of the youth of our land, as soon as practicable, an ample supply of useful and instructive books.

"I am of opinion that Teachers' Institutes, formed under sanction of legislative authority and encouraged by legislative aid, would prove valuable auxiliaries to our School system. In those countries where they exist, much importance is attached to them.

"They afford excellent opportunities to Teachers for obtaining information as to improved methods of teaching; for becoming personally acquainted; and for conferring with each other upon the various matters relating to their vocation; for assimilating their views and practice, and for appearing before the public under favorable circumstances as a distinct profession.

"It may perhaps be thought out of place for me to make any remarks touching the District Grammar Schools.

"I would, nevertheless, beg leave to state, that I have long since been led to believe that those Institutions, absorbing as they do annually a considerable sum of public money, and as a general

rule benefiting those only who reside in their immediate neighborhoods, might with advantage be placed under more popular control, by associating them with the District Model Schools.

"Both, it appears to me, would be strengthened by a union of means and interests. The management being then brought more immediately into the hands of the people, and the Schools being open to Teachers, they would become more extensively known, their advantages would be more generally participated in, and their influence and usefulness would be more widely felt."

TALBOT DISTRICT.

Extract from the Report of the Reverend William Clarke, District Superintendent:—

"During the past year there have been ninety Schools in operation, which, with some few exceptions, I have personally visited and examined; and I am pleased to report, that there has been an advance on the previous year, both in the time during which they have been kept open, and also in the amount and diversity of instruction communicated; several branches of study having been introduced into many Schools, which were untaught before. Still, in some Sections the cause has rather retrograded than otherwise, which may be attributed to the following reasons:—

- "1. Local differences and prejudices.
- "2. The deficiency and variety of School Books.
- "3. The parsimony of the people; and
- "4. The scarcity of well qualified and accredited Teachers.

"The latter will at once be apparent, when I inform you that in this District there are not more than sixteen Teachers of the first class, and twenty-four of the second; while there are between fifty and sixty of the third, or least qualified class.

"In such a state of things it will at once be perceived that there must of necessity be some Sections suffering all the consequences arising from insufficient teaching. It is, however, important to observe, that there is an addition of six first class Teachers, as compared with the previous year; and in those Sections where there is cordial co-operation and a remunerating salary, Teachers of the first class are readily obtained; but where there is known antagonism and poor pay, such Teachers are of course unwilling to engage.

"This may show that unreasonable expectations or hasty animadversions should not be indulged. Some of the third class Teachers receive certificates from School Visitors, any two of whom are authorized to give them. In some cases the employment of an insufficient Teacher is to be attributed to the Trustees themselves, who are anxious to keep the School open the prescribed time at lowest price; while, not unfrequently, the Superintendent has to decide whether there shall be a modicum of instruction, or none at all; whether there shall be half a loaf or no bread. Only let correct principles be diffused,—let the importance of Education be pressed home upon the public mind, and then we may patiently but confidently hope that as first class Teachers are multiplied and settled among us, through the medium of that valuable Institution, the Provincial Normal School, the character of our Schools will be gradually improved, and the best modes of imparting instruction will generally, if not universally, prevail.

"Perhaps you will allow me to say, from personal observation and extensive intercourse, that there is a very general satisfaction with the leading provisions of the present law; while at the same time, there is an almost unanimous desire for some alterations and amendments.

"The most active and energetic promoters of Education, are very desirous that the present Rate-bill should be abolished, and that the additional amount of the Teachers' salary should be raised either by an uniform Rate-bill upon all the children, whether in attendance at School or not; or, that the whole amount for School purposes should be raised by the assessment of property, which should not only be taxed for the protection of all, but for the education of all. I have seldom met with an intelligent Trustee who has not uniformly condemned the present mode, and expressed a desire that it might be superseded by a more excellent one. Then it is also desirable that the power of Trustees should be somewhat enlarged. Great care, however, should be taken, that all moneys coming into their hands may be faithfully applied, and duly accounted for. I would further suggest the propriety of a more equitable distribution of the School money. The present system

provides that each Section shall receive a sum in proportion to the number of children residing within its bounds, without any reference to the number in attendance, or the length of time the School may be open. I might point out two Sections where the number of children is equal, and of course the amount is equal also; but in one of these Sections the children attend School all the year round, while in the other only one-half attend, and that for only six months in the year."

BROCK DISTRICT.

Extract from the Report of the Reverend W. H. Landon, District Superintendent :—

"The effect of our present School system, (though in several respects imperfect,) has doubtless been to double the number of Schools, while the pupils in attendance, and the amount of instruction given, have been augmented in a much greater proportion. An increasing disposition is manifested on the part of the people, to employ a higher class of Teachers, and to give them reasonable salaries; and by means of the Provincial Normal School, such Teachers are being multiplied, and shortly, it is reasonable to expect, the influence and value of right instruction, on right principles, will be extensively perceived throughout the country.

"Having taken much pains to ascertain what the views of the people are on the subject, I venture to assert that the School Law is not unpopular; but, on the contrary, the people almost unanimously regard it as the greatest boon ever bestowed by the Legislature upon the people of this country. They are, however, equally unanimous in the opinion that it is susceptible of several improvements, and that some amendments are absolutely necessary. I trust you will not think me exceeding the duties of my Office, if I proceed to point out briefly, some of the required amendments which the almost unanimous voice of public opinion seems most loudly to call for.

"The part of the Act which most loudly calls for amendment, is that which provides for raising a part of the Teachers' salary by a Rate-bill. I do not recollect of having met with so much as one intelligent Trustee in the District, who, if he expressed an opinion at all, did not condemn the present system, and pronounce it unsuited to the wants of the country. On this subject, I think I hazard nothing in asserting, that all who are capable of forming an opinion, are unanimous. With respect to what ought to be substituted in place of the present Rate-bill, the opinions appear to be somewhat divided. Some would prefer a uniform Rate-bill upon all the children residing in the School Sections, (reserving the power of the Trustees to excuse any for good reasons,) whether in attendance or not. Others, and I believe they include among them, our most enlightened and virtuous citizens, hold that the property of the country ought to be held for the education of all, no less than for the protection of all. My own opinion is, that an amendment of that part of the Act, based upon either of these principles, would be a most valuable improvement of the present system.

"Another amendment that seems to be called for, regards the power which ought to be entrusted to the Boards of Trustees. These ought to be considerably extended. They ought to be empowered by Law, to decide, in all cases, whether it were necessary to levy an Assessment upon their own School Section respectively, and to what amount; whether for building or repairing School-houses, for purchasing books and apparatus, or for paying Teachers.

"Lastly, I beg to submit, whether it would not be desirable to provide for the more equitable distribution of the School Fund. At present, each Section receives an amount in proportion to the number of children residing within its bounds, whether these children attended the School or not; and also without reference to the length of time the School is kept open; so that two School Sections in which the number of children is equal, the amount they will receive from the School Fund, will be equal, though in one, all the children may attend the School the year round, and in the other, only one-half or one-third may attend for six months only. A juster principle, it seems to me, would be one which should offer aid to parties, from the public Fund, in proportion to the amount of local effort put forth by themselves, giving encouragement to children who actually attend the School, and withholding it from all who do not."

WELLINGTON DISTRICT.

Extract from the Report of Alexander Allan, Esquire, A.M., District Superintendent :—

"In those parts of the District which are well settled, the Schools are generally in a satisfactory and improving state. In thinly settled parts, the Schools are not in so thriving circumstances. The least advanced Schools are generally the German; and it is not an easy matter to procure qualified Teachers in that language. There are only two among them who have been educated under any improved system of education. In general, they are not qualified by previous education or by a knowledge of the English language, to attend the Normal School."

WESTERN DISTRICT.

Extract from the Report of George Duck, Junior, Esquire, District Superintendent :

"The Reports of the Trustees for 1848, will be found to contrast favourably with those of the year previous; and I should not doubt, under this system, that an annual improvement would be witnessed. but, while none deny that the present School system has scarcely had a fair trial, many of the inhabitants of this District are most clamorous for its alteration, and in the event taking place, in addition to only the probability of improvement, it would necessarily occasion incomplete Reports, until some experience in its details, had been obtained by the parties interested.

"One of the most important offices under the present Act, and which is frequently the most neglected by the parties themselves most interested, is that of the Trustees; they are generally appointed by a very small proportion of the inhabitants of a School Section, who attend the Annual School Meeting for this purpose; and the unfortunate incumbents of these offices have frequently to deal with the prejudices of those who do not feel sufficient interest in the affairs of the School as to attend the meeting at which the Trustees are appointed, and who are generally most ready to cast reproach on the Trustees for any ill-success which may attend the School. I offer these remarks, being convinced that much of the blame which attends the working of the present School system, arises in a great measure from the apathy of those on whom it is intended to act; and we should not be too anxious for an alteration of the present system, expecting that all these evils will thereby be remedied before we have well considered in what manner a change could be made for the better.

"That part of the present Act making it compulsory on the inhabitants to keep a School open six months in a Section, to entitle it to draw its proportion of the School Fund, is an excellent improvement on the previous law; and if the present system should be changed, I should suggest this compulsory principle could be further extended, and that at the same time greater power could be advantageously vested in the Trustees to make provision for the Teacher's salary; but I sincerely trust the principle of Free Schools will become popular in the Province; and were these institutions established, I am confident many of the obnoxious portions of the Trustees' duties would be removed.

"Although much remains to be done, yet I trust I can with reason congratulate the District on a slightly increasing interest in School affairs, in some measure evinced by the parents themselves, and, above all, in their capacities as Trustees; and although the Reports for 1848 generally were not forwarded as promptly as I could have wished, yet in this respect I believe they had the advantage of the year previous. To some of last year's Reports there were many useful remarks appended, and I sincerely trust succeeding years may witness an improvement progressing in a greater ratio, as it is only the want of more interest in its operations that is likely to clog the working of any system of Public Instruction.

"The Irish National Series of School Books are becoming very popular in this District. I think they will increase in favor, and gradually supply the place of the older books, as soon as the new copies are required. The most intelligent Teachers in this District generally concur in a favorable opinion of them; and they all are alive to the advantage of having an uniform system in this respect, instead of the old method of providing the children with such books as multiplied difficulties in the way of the Teacher, and defied all attempts at classification."

CITY OF HAMILTON.

Extract from the Report of Frederick Suter, Esquire, City Superintendent:—

"The general attendance, I grieve to say, has been such as could not have been anticipated in this progressive age. Out of a large number of persons of School age within the City limits, one-half is found under the head 'not attending School.' In the School Census, 1,319 are returned in that document, apparently let loose on society, without the benefit of education, freed from all restraint, and allowed to run riot, at a period, too, of life, when the love of order and regularity should be particularly inculcated, the value of time explained and enjoined, and obedience, the prime law, enforced by every parent and guardian.

"There is, however, one redeeming feature in this community of the most consoling description. There are 'several Sunday Schools numerously attended,' as stated in my Report. It is cheering to know that many children who do not, or cannot, attend during the week, make their regular appearance at those places of instruction. Thus the root of all knowledge will be early implanted in their young and impressible hearts; and though it is impossible to ascertain at present, yet it is pleasing to speculate how wide the branches may spread of each tender plant so cultivated, nourished by the dews of heaven, and strengthened by the power of the Infallible Teacher, till at last they bear an abundant harvest of good fruits, acceptable to our great Master.

"The Teachers employed here in Common Schools are, in the aggregate, of a superior class to those holding the same situations even three years ago. Whatever may be wanting in their mode of conveying instruction at present, (regarding which, I beg to be understood, I am well satisfied,) it is hoped that will be shortly supplied by the dissemination of the improvements imparted through the modern system of Normal teaching; but unless that system, it is respectfully remarked, convey quick perception of each pupil's character, and impose self-command on the Teacher, combined with the science of teaching inculcated during the term of training, it will have but in part accomplished the great benefits anticipated.

"I beg leave most respectfully to claim your attention to certain remarks explanatory of my sentiments on this subject, which I take the liberty to quote from Mr. Sheriff MOODIE'S Treatise on 'Memory.'—'Unfortunately there are vast numbers of dull Teachers who do not observe or understand certain mental peculiarities. Every boy who has a good natural memory, and can learn his lessons mechanically, is considered by one of these Teachers as a clever, promising boy: the boy, on the other hand, who must understand before he can remember, (for every hard gained acquisition of science is a kind of annealing on the mind,) gives the dull mechanical Teacher a great deal of trouble, because he demands explanations and illustrations which the unfortunate master is incapable of giving him. The ideas or facts have been chalked on his empty mind, and he can only exhibit the board to the pupil.' What are the sensible deductions drawn from the above? 'We need not, therefore, wonder that so many of those boys, who are considered clever at school, turn out dull matter-of-fact men; once on the great sea of the world, the man who thinks quickly shoots a-head of the man who merely learns and remembers.'

"The foregoing clearly and exactly indicates the rock against which it is a positive duty to warn every instructor of youth; and I trust, therefore, it will not be deemed impertinent to reiterate the hope that the Normal system will furnish the desideratum so requisite; that its benefits will be spread over the length and breadth of Canada, and destroy for ever the occupation of the mechanical Teacher—more especially that modern pest, imported from the neighboring Republic, the self-styled, *par excellence*, Select School Teacher."

VI.—PROVINCIAL NORMAL AND MODEL SCHOOL.

In my last Annual Report (pp. 18-21*) I explained at large the system of management and instruction adopted in this most important department of Common School Education. The Model School is limited to 150 pupils; and there are at this moment, (May, 1849,) no less than 270 applications on the books, which we are not able to entertain. Arrangements will be completed

in a few days, to accommodate 300 pupils in the Model School—a step which will add much to the facilities of the Normal School Students, in the practice of teaching. The number of Students in the Normal School, during the last two Sessions of five months each, has exceeded 100. The last semi-annual examination of both the Normal and Model School, afforded unqualified satisfaction to the numerous visitors present. Upwards of 250 Teachers (seven-eighths of whom had previously taught School) have received instruction in the Normal School; and the accounts received of their success as Teachers, since they left the Normal School, is, with very few exceptions, most gratifying, in respect both to the Salaries which they receive, and the satisfaction which they give. For Terms of Admission to the Normal School, see Appendix No. 5.

VII.—MEANS EMPLOYED TO FACILITATE THE OPERATIONS OF THE SCHOOL LAW, AND IMPROVE THE SCHOOL SYSTEM.

The most serious obstacle to the successful operations of any law which incorporates the great body of the people, in its actual administration, is the *want of information*. No man can administer a School Law, or appreciate a School System, which he does not understand: the proper understanding of that involves considerable information; and that information must be possessed by all the administrators of the law, who, in our Common School System, embrace, at least, all the Municipal Councillors, Superintendents, Trustees, Visitors, and Teachers. Deeply impressed with the utter hopelessness of any considerable improvement in our Schools, without a wider diffusion of information on educational subjects and interests, and conscious of the inadequacy of the ordinary means to diffuse that information, I determined to incur the responsibility and labor of publishing a monthly *Journal of Education*. This periodical was commenced at the beginning of the year 1848; and though the amount of subscriptions received was insufficient to defray the mechanical expenses of its publication, I have had abundant testimonies and proof of its usefulness. With a view to the wider circulation and more extensive usefulness of this monthly *Journal*, I addressed, in October, a Circular (which will be found in the Appendix to this Report, marked No. 6,*) to the Heads of the several Municipal Councils in Upper Canada, proposing to furnish a copy of it to each of the Trustee Corporations within their respective jurisdictions, on conditions which could easily be complied with. Several Councils responded to the proposition submitted to them, and a copy of the *Journal of Education*, for the year 1849, is thus furnished to each Common School Corporation in the *Bathurst, Johnstown, Midland, Prince Edward, and Niagara Districts*. Several other Municipal Councils have ordered a copy for each of their own Members, or for each Township which they represent. I dare say, future years will witness the advantages conferred upon those Districts, each of whose School Corporations has been furnished with an Educational *Journal*.

In the course of the year, I prepared Blank School Reports for both Local Superintendents and Trustees, and transmitted them to the several Districts of Upper Canada; and in order to secure proper and judicious attention to filling them up in all their details, I addressed a Circular to District Superintendents, dated the 15th of December, 1848. This Circular will be found in the Appendix, marked No. 7.† The advantage of this course of proceeding, during the two past years, is evinced by the comprehensiveness and fulness of the subjoined Statistical Tables.

It was my intention and wish to have made an official visit to the several Districts of Upper Canada, as I had done during the year 1847; but the uncertain state of the School Law, and of the School System itself, together with the want of the necessary legal provisions for the establishment of Common School Libraries, seemed to render such a tour quite inadvisable. But, as I have frequently stated in official communications, I think such a visit made annually to the several Districts of Upper Canada by the Chief Superintendent of Schools, would be advantage to the pro-

* See *Journal of Education for U. C.*, vol. I., pp. 305-306.

† Ordered by the Superintendent, D. D'Everardo, Esq.

‡ See *Journal of Education*, Vol. I. pp. 353-355.

gress of the School System, and that the proper arrangements should be made for it.

The law requires me to make such statements and suggestions for the improvement of the School System as I may deem useful and expedient; but as I submitted, on the 14th of October last, for the consideration of Your Excellency in Council, observations on the School Law, and Draft of a short Bill to remedy its defects and provide for the establishment of *Common School Libraries* and *Teachers' Institutes*—the Draft of Bill containing the result of two years' experience, and conversations with practical men connected with Common Schools in the several Districts of Upper Canada—and as I submitted, on the 23rd of February, further observations, and a Draft of Bill adapting the School Law to the contemplated changes in the Municipal Councils, and providing for the establishment of a *Provincial School of Art and Design*, and for increasing the facilities of the Normal School; and as I have, moreover, on the 12th instant, (May, 1849,) submitted lengthened remarks on some of the principles and various of the provisions of the School Bill lately introduced into the Legislative Assembly, I think that any further observations in this Report on the School Law, or the School System generally, are quite unnecessary.

VIII.—FREE SCHOOLS.

The subject of Free Schools—or Schools supported by all according to property, and to which the children of all have free access—has attracted considerable attention in some parts of Upper Canada; and Schools have been supported upon this principle in several School Sections of some Districts. This system is peculiarly adapted to rural School divisions, where all the inhabitants are interested in the Common School; and wherever it has been adopted, either in town or country, an increased efficiency of the Schools, and a greatly increased attendance of pupils, have been the result. The only town in Upper Canada that has carried out this system thoroughly during the year 1848, is the Town of Niagara; and such has been the increase of pupils in the Schools, that their number exceeds that of the whole School population of the Town—the number of children over five and under sixteen years of age, and from beyond the limits of the Town, attending the Schools, is greater than the number between those ages residing in the Town not attending the Schools. The effects of this system in rural School Sections may be learned by referring to the remarks of the Superintendent of Common Schools for the District of Niagara, quoted in a former part of this Report. I may remark that this system, which has long prevailed in the New England States of America, has recently been established in some of the Western States, and has, during the last two months, been established by law throughout the great neighboring State of New York. With the view of correcting the erroneous impressions which exist in the minds of many in regard to the nature and objects of Free Schools, and to bring the great question involved in their establishment before the Canadian public, I prepared and published, at the commencement of the present year, 1849, an Address, which will be found in the Appendix to this Report, marked No. 8.*

IX.—STATISTICAL REPORT AND APPENDIX.

It only remains for me to refer, in order, to the Statistical Tables and Documents hereunto annexed:—

TABLE A, shows the number of School Sections and of Schools in operation during the year 1848—the Moneys received and expended—total Annual Salary of Teachers.

TABLE B, shows the School population in Upper Canada, in Districts, Cities, and Incorporated Towns—Pupils attending the Schools, and their average attendance in summer and winter—Time the Schools have been kept open—Number and Classification of Pupils in the various branches of Study.

TABLE C, shows the Books used, and the Modes of Instruction employed in the Schools, &c.

TABLE D, shows the number of Common School Teachers, male and female, and their Religious Faith—Certificates of Qualification granted and annulled during the year, and the Character of the Schools.

TABLE E, shows the kind, sizes, and condition of School-houses—Number and kind of School-houses built during the year 1848—total number of School-houses, freehold, lease, rented, &c.

TABLE F, shows the number of School Visits in 1848, by Local Superintendents, Clergymen, Councillors, Magistrates, and others—Common School, Sunday School and Public Libraries, and the number of volumes therein—School Requisites, as maps, globes, blackboards, &c.—Colleges, Academies, Grammar and Private Schools—Number of Students in them, branches of Study, &c.

TABLE G, relates to District Model Schools, Masters and Pupils, Moneys received and expended, &c. The attempt to establish District Model Schools has thus far proved a failure. Only one survives, and that is associated with a Grammar School. Sufficient care has not been taken by Councils in the selection of proper Teachers, and the establishment of a judicious system.

TABLE H, contains an Abstract of the Accounts relating to the Provincial Normal and Model School: Receipts and Expenditure of the *Special Grant* of £1500 in full up to May, 1849—Receipts and Expenditure of the *Annual Grant* of £1500 up to the 31st December, 1848, and of an additional £500 granted to facilitate the attendance of Students.

To the Statistical Report, I have added an *Appendix*, which contains the following Tables and Documents:—

No. 1.—Disposition of the whole Annual School Grant for Upper Canada for the years 1847 and 1848. This Table shows that no part of the School Grant is expended for the salaries of Superintendents, any more than for the salaries of Judges.

No. 2.—Statistical Table, exhibiting the results of the operations of the present Common School Law for Upper Canada, (9th Vict., Chap. 20,) since its introduction in 1846-7. This Table shows the number of Schools in operation during each year, from 1845 to 1848 inclusive—the amount of Assessment levied by the Municipal Council of each District for the salaries of Teachers during the years 1846, 1847, and 1848, and the amount of School Rate-bills imposed by Trustees during the same years—the gross amount available for the salaries of Teachers, and the number of Pupils attending the Common Schools in each District in Upper Canada, from 1845 to 1848 inclusive.

No. 3.—Is the continuation of Table No. 2, showing the number of School Visits made in each of the years 1845, 1846, 1847, and 1848, and the extent to which the Books recommended by the Board of Education have been introduced into the Schools during the years 1847 and 1848.*

No. 4.—Contains a General Statistical Abstract exhibiting the progress of Education, as connected with Colleges, Academies, District Grammar, Private, and Common Schools in Upper Canada, from 1842 to 1848 inclusive. This Table shows a most gratifying educational progress in Upper Canada since 1842; it also shows, at the same time, that it is only during the last two years that any thing like comprehensive educational statistics has been collected.

No. 5.—Copy of the Terms of Admission into the Normal School for Upper Canada.

No. 6.—Circular to Wardens of Districts, proposing to furnish each School Trustee Corporation with a copy of the *Journal of Education*.

No. 7.—Circular to District Superintendents, containing suggestions for the filling up of the blank Annual Reports forwarded to them.

No. 8.—Address to the Inhabitants of Upper Canada, on the *System of Free Schools*.

X.—CONCLUDING REMARKS.

MAY IT PLEASE YOUR EXCELLENCY:

The various returns furnished in the Tables of the Statistical Report and Appendix above referred to, sufficiently illustrate the general, and I may add, unparalleled success of our Common School System, as I have remarked at length in my last Annual Report, in comparing the progress of Common Schools in Upper Canada and in the State of New York. *These statistics evince that practical and general exertion, rather than theoretical and up-rooting legislation, is required to place the Common School*

* See *Journal of Education*, Vol. II, p. 1-5.

* These two important Tables will be found in the present volume of this *Journal*, pp. 76, 77.

system of Upper Canada upon a level with those of the oldest States of America. Let solid and varied information on the nature, importance, and means of universal education be widely and constantly diffused; let public attention be directed to common interests rather than party interests—to unity rather than division—to the practical rather than the speculative—to the future rather than to the past—to the moral and intellectual foundations and progress of society, the elements of its happiness and greatness, and we shall happily witness, at no distant day, the spirit of patriotism superseding the spirit of selfishness, and an entire people growing up in the principles of virtue and knowledge, the love of country and order, the spirit of enterprise and philanthropy.

I have the honor to be

Your Excellency's

Most obedient, humble servant,

E. RYERSON.

EDUCATION OFFICE,
Toronto, 19th May, 1849.

JOURNAL OF EDUCATION.

TORONTO, SEPTEMBER, 1849.

PUBLIC VOICE ON THE PRESENT SYSTEM OF ELEMENTARY EDUCATION IN UPPER CANADA.

In the last number of this *Journal*, we inserted the first, or expository part of the Chief Superintendent's School Report of Upper Canada for the year 1847,—omitting, of course, the voluminous statistical tables, filling 52 quarto pages. In the present number we insert the first part of the Upper Canada School Report for the year 1848—omitting also the statistical tables, which form the second part of the Report.

It is known that the principles and provisions of the present School Act, passed in the year 1846, and the Regulations and Instructions which have been prepared and circulated for its execution, are based upon the "*Report on a System of Public Elementary Instruction for Upper Canada*," laid before the Legislature in March, 1846,—two editions of which have been printed by order of the Legislature.

The School Reports for 1847 and 1848 furnish, therefore, the first two years' practical development of the system of Common School Instruction contemplated by the Report and Law of 1846.

The various statistics of these annual Reports are almost entirely new: and the machinery by which they have been obtained, as also that of managing the whole system, had to be created and put into operation—including what has been found the most difficult to commence and accomplish in all educational countries, the establishment of a Normal School, and the introduction of uniform and suitable Text-books for the Schools generally.

The public are now prepared to pronounce a verdict upon the merits of the School System,—including both the law and its administration—introduced in 1846, from the first fruits of it which are presented in the two annual Reports referred to. That verdict, we think, has been decisively pronounced through the public press of all parties during the last few weeks. In no single instance has any one principle or feature of the system as illustrated in these Reports, been objected to; and in every instance, as far as we have seen, has satisfaction been expressed at the unexpected and great success of the system. We happen to know that the administrators of the School System in the States of New York and Connecticut have expressed their belief that the success

of the two years' operations of the School System in Upper Canada is without a parallel in the educational history of any State or Country. We believe that very general surprise has been felt at the extraordinary progress which has been made in the short space of two years towards bringing into operation the various parts of a public system of instruction, and creating so wide-spread an interest in the improvement of Schools. It is true the much anxious study and painful labour involved in devising such a system and bringing it operation, cannot be easily conceived; but the early and general appreciation of its incipient results, and the prospect which they open to our country, is a satisfaction scarcely less conceivable.

The questions naturally arise, by what means has such an advancement in our school interests been effected? And by what means may it be accelerated and extended?

In examining the School Law and the measures adopted to bring it into operation, it is apparent that no coercion or arbitrary power has been employed to secure the results so satisfactory to all parties. The characteristic principle of the School System contemplated by the law, is *voluntary municipal and corporate co-operation*. Not a single Municipal Council or Corporation of Trustees was *compelled* to raise a farthing of the *two hundred and ninety thousand dollars* available last year from local sources for the *salaries of Teachers alone*, apart from the Legislative School Grant, and the various sums raised and expended for the erection, rents, repairs, furnishing, and warming of School-houses, &c. &c. The whole amount of the Legislative School Grant apportioned last year for the salaries of Teachers, did not much exceed *seventy-six thousand dollars*; and the only power possessed by the Head of the Department of Elementary Instruction, or by the Government, has been the inducements which the expenditure of this small sum has enabled them to hold out for the encouragement of local exertion. The education of the people through themselves is the vital principle of the law.—Coercion is alien to the spirit of the system. The legal power of the Superintendent of Schools is vastly less in Upper Canada than in Lower Canada, or in the State of New-York, and his *legal* resources are, therefore, proportionably limited. A greater error was never conceived than that arbitrary power was intended to form an element of our present Common School System. Any erroneous impressions of that kind which may, at one time, have been in some instances entertained, have long since been corrected by the practical workings of the system. It is essentially a system of voluntary development; and the very administration of it in the various Municipalities and Sections, has been a species of social Normal training eminently conducive to the diffusion of a spirit of self-reliance, intelligence and patriotic enterprise.

One primary cause of the success which is now the subject of general congratulation, is doubtless the *adaptation and plainness of the School Act* and the Forms and Regulations furnished for its execution. At first, erroneous representations of the provisions and objects of the School Act were, in some instances, received as the provisions themselves; and that influence no doubt for a time impeded the operations of the law in some localities. The fact that the School Law and School System have outlived such misrepresentations, admirably illustrates the simple and practical character of its provisions, which, on being tested by experiment, changed passionate suspicion and prejudiced hostility into rational confidence and generous support. Nine out of ten of the District Councils having tacitly or avowedly expressed themselves in favor of the law, (and that even after some of them had at first been prompted to express other opinions), and the testimony borne in the Reports of Local Superintendents,—(See quotations from them on pages 130–134)—together with the statistical results which the operations of the law exhibit, is ample proof that the law was adapted in its general provisions to the real circumstances and feelings of the people. This is the more remarkable from the fact, that although there was nothing redundant or complicated in the provisions of the law, it has been felt that the efficiency of those provisions would be greatly increased by giving larger powers to Councils and Trustees, to enable them more easily to fulfil their respective functions—an object which we have sought to accomplish for the last two years.

There is one provision in the School Law—forming a feature of the system—which has greatly contributed to its success. We refer to the provision which invests Clergymen, Magistrates and

Councillors with the character of School Visitors. Powerful elements of moral influence have thus been introduced into the School system; and to that influence, in connexion with quarterly public School examinations, much is owing for the impulse which all admit the public mind has received in favour of sound and universal education. This provision of the law, so far from having proved a dead letter, has, without giving rise to a single complaint in all Upper Canada, elicited from District Councillors, in 1848, 959 School visits—from Magistrates, 1,459—and from Clergymen of different religious persuasions, 2,254—being an average of five School visits for every Clergyman or Christian Minister in Upper Canada. We have heard of the most salutary influence having been exerted in neighbourhoods by Clergymen attending the School examinations, taking part in them, conferring together, and severally addressing the people and pupils on a subject of common interest and common unity. Very interesting Teachers evening meetings have also been convened by Clergymen in some Districts, at which the Teachers and public men present would speak for fifteen or twenty minutes each, on a given topic connected with the interests of Schools. We have also heard of plans of stated public lectures on the subject by Clergymen. No sight is more touching and morally sublime, than to see the People and their Pastors of different forms of faith, the Magistrates and their neighbours, blended together and identified in association and feeling in the great work which constitutes the essential life of the civilization of any country—the cement of its brotherhood and the main-spring of its prosperity. Such a concentration of attention, such a combination of interest and influence in any neighbourhood, cannot fail to invest the education of youth and the diffusion of knowledge with the highest importance, and uplift the popular mind in its impulses, thoughts and aspirations. The variety of religious persuasions is an ample guarantee against any attempt at proselytism on the part of any one, while the converging of that varied influence to the focus of the School will invest it with intense interest, and render it the radiating centre of an elevating power over the whole circle of the School Section or Township community. It is in the midst of such influences, in connexion with proper legal provisions, that Schools become Christian without being sectarian, as the whole system is constitutional without being political—that the littleness of sectarian bigotry disappears before the grandeur of Christian Catholicity—that the spirit of political partizanship is expanded into the nobler spirit of Christian patriotism, and a whole community becomes animated with a feeling of common fraternity.

Another agency which we think has somewhat contributed to the early and auspicious development of our School system has been the means employed to diffuse correct views on the provisions of the School Law and the nature and importance of the School system, first by official circulars to the local officers and municipal bodies; secondly, by official visits, lectures and conversations at public meetings and otherwise in the several Districts of Upper Canada; thirdly, by the establishment of the *Journal of Education*,—though it has cost the proprietor a part of his salary, besides the labour of its editorship, and has received not a farthing's support other than voluntary subscription. It is also proper to add, that a portion of the newspaper press of both parties has contributed its powerful influence to advance the interests of Common Schools.

But that which we believe lies at the foundation of the rapid progress which has been made in our system of Schools, and without which all the plans adopted for their improvement would have accomplished little, is the good sense, the candid and noble spirit of the people at large,—aided very generally by the judicious counsels and diligent exertions on the part of the local Superintendents. All attempts which have at any time been made to excite any considerable portion of the people of Upper Canada to an unreasonable and outrageous opposition against any law or man, have proved unsuccessful. They have at all times shown themselves competent and determined to examine, to think and decide for themselves, regardless of the fallacies of the sophist, or the appeals of the partizan; and to act a rational and patriotic part, irrespective of personal feeling or party predilection. It is to these wide-spread and controlling elements which characterise and distinguish the public mind of Upper Canada, that is mainly to be attributed the cordial adoption and generous support of the

present system of Common Schools. The inhabitants at large, without regard to sect or party, have examined and tried for themselves. And when we reflect on the circumstances under which that trial has been made; when we consider the many years of opposition and delay which have attended the introduction and establishment of the best School systems in other countries; and moreover when we consider that greater advancement has been made during three years in Upper Canada towards the establishment of a simple, comprehensive, uniform system of elementary education than was effected in the State of New-York during the first twenty years of its School system, we think every right hearted Canadian will, on this ground alone, cherish a higher respect, and feel a warmer affection than ever for the land of his nativity or adoption.

When we turn from the past to the future, we have several grounds of encouragement. One is the experience which has been gained by all parties concerned by the practice of individual exertion and the diffusion of practical knowledge. The past has been but a normal apprenticeship. The success of that warrants pleasing anticipations for the future.

A second ground of encouragement is, the improved feeling of good will and unity on the great national work of educating the young. The attempts made by a few persons two or three years since to make the system of Common Schools the battle-ground of political party, have died away—having been discountenanced by the leading men of all parties, and frowned down by the good sense of the people at large. Whatever diversity of opinion there may have been, or may be among public men or classes of the community on other subjects, they have found in the education of the rising generation a subject on which they all think the same thoughts and speak the same language—a subject in which the new institutions of the country, the spirit of the age, and the impulses of an advancing civilization, demand their united sympathies, influence and exertions. The acerbity of party and personal bitterness has, with few exceptions, consumed itself, or been dissipated by the infusion of a more generous influence. Union of exertion has produced a growing oneness of feeling—a feeling which draws together in the noblest department of a nation's work men of all sects and parties. If there is any malediction in the bosom of charity, we are persuaded it will denounce the country's heaviest displeasure upon every attempt to blow the dying embers of party strife, or infuse into this great work a single element of division or animosity.

A third ground of encouraging anticipation is, the twofold conviction which we believe has gradually taken a very general hold upon the country: The one is the need and desirableness of improving our Common Schools; the other is, the possibility of doing so, and that to an extent which will place them upon a footing with those of the neighbouring States. The comparison which was instituted in the School Report published in this *Journal* of last month between the state and progress of the Common School System in Upper Canada and in the State of New-York, has shown that what was regarded a short time since by great numbers of persons in Canada as utopian, is not only possible, but is within the grasp of a few years persevering and united exertion. Such a conviction in the public mind is the first essential condition of success, and a powerful element of influence for its attainment.

Who then will do the most towards promoting such a consummation? The population of the country is made up of units; every individual is, therefore, an element of greater or less power to mould and form the spirit and character of the mass. The necessity is the most pressing among the common classes of society; the modifying, elevating, and directing influence is most powerful among the professional, the better educated, the wealthier classes. Doing for one's country and race in proportion to ability—whether mental, moral or material—is a principle of patriotism and humanity, as well as of Divine Revelation. Let every reader in every rank in society imbibe this spirit; let him labour to diffuse it; let it pervade the public mind, and the result is certain: for, as the eloquent RICHTER remarks, "The spirit of the nation and of the age decides, and is at once the schoolmaster and the school; for it seizes on the pupil to form him with two vigorous hands and powers—with the living lesson of action, and with its unalterable unity."

Educational Intelligence.

UPPER CANADA.

Laying the Corner Stone of the Industrial School at the Muncey Mission, Upper Canada.—On the 17th of July, the corner stone of the Industrial School at the Muncey Mission was laid by the Rev. Dr. RICHY, President of the Conference, and the Rev. E. WOOD, Superintendent of Missions, assisted by several other Ministers; S. MORRELL, Esq., Ex-Mayor of London, and the chiefs of the Muncey, the Ojebway, and the Oneida Tribes. The day was delightful and the scene no less so. A deep interest was manifestly felt by the great body of Christianized Indians assembled on the occasion, whilst here and there a pagan Indian, prompted by curiosity and interest, could be seen mingling with the throng or cautiously approaching the outskirts of the congregation in order to be a witness of the ceremony. Five or six hundred of the Red men were assembled at the hour appointed for the laying of the corner stone, above which floated the Banner of England. The Oneida tribe had marched from their village, preceded by the Chief bearing the national flag, and who, on arriving at the spot placed the banner above the stone. The Ojebways, the Munceys, and the Oneidas mingled together and formed a numerous company. At 11 o'clock the Rev. Enoch WOOD, Superintendent of Missions, gave out the 625th hymn, the assembly uniting and singing the appropriate lines of the beautiful stanzas. The Rev. Dr. RICHY, President of the Conference, read as lessons, judiciously selected parts of the Holy Scriptures. An appropriate prayer was offered by the Rev. J. CARROLL, Chairman of the London District. Several suitable documents, placed in a copper case, were inserted in a cavity of the corner stone. The School, designed for Indian youth of both sexes, is to be supported by the voluntary Annuities of several of the Indian tribes in the vicinity, assisted by the Wesleyan Missionary Society. The site of the School is happily chosen, situated on a beautiful elevation, with sloping banks down to the limpid waters of the adjacent Thames. At a general council, it was unanimously resolved to call the new School and premises, *The Wesleyan Ojebway Industrial School, Mount Elgin*; the name of His Excellency being attached on account of the deep interest his Lordship has invariably manifested in the affairs of the Indians during his residence in Canada.—[Christian Guardian.

Niagara Common Schools.—The Annual Examination of the Common Schools in this Town took place in the Public Building on Friday last, and proved as gratifying to those who attended it as any former occasion of the kind. Upwards of 300 children were present, and their cleanly appearance, orderly behaviour, and, more particularly, the excellent manner in which the several classes went through their examinations, reflected great credit upon the Teachers employed and proved the soundness of the system they pursue.—[Niagara Chronicle.

The *Niagara Mail* remarks,—“The exhibition was more forcible than ten thousand arguments in favor of the *Free School System*.”

JOHN SIMPSON, Esq., had given a handsome Atlas as a reward to the best male scholar; and in the same manner GEORGE BOOMER, Esq., had placed at the disposal of the Trustees a valuable octavo volume to be given to the girl of the highest attainment.”

Extracts from the Report of THOS. DONNELLY, Esq., District Superintendent of Schools.—To the Warden and Municipal Council of the District of Prince Edward.—In presenting to you my annual Report of the state of Common Schools in the District, I regret to say that they have not during the past year made as much improvement as when I had last the honor of addressing you, I anticipated; yet we are by no means retrograding, for I find there are fully as many first class schools open, as in the previous year, and the average time that all were kept open was nearly half a month more.

During the past season we have had the services of four young teachers from the Normal School. I have much pleasure in informing you that the schools taught by them were among the best in the District.

In the first report which I had the honor to make to you, I stated that one of the greatest barriers to the improvement of the Common Schools of our District, was the smallness of many of the sections. This I find to be still the case; and as the result of five years' experience, I would say, with all due deference to you gentlemen, that I consider the multiplication of small school sections a great evil to the country, as, if it does not put it out of the power of the middle and poorer classes to obtain an education for their children, it at any rate compels them to pay a high price for an inferior article.

Examination, School Section No. 4, Township of Bertie.—Extract from the Letter of an obliging Correspondent:—“We have one or two Normal School Teachers in this Township, Bertie. Mr.

TAIT, one of them, is the Teacher of Section No. 4, where I live, The Quarterly Examination took place on the 3rd of August. It passed off delightfully to the children, and highly satisfactory to the parents and several School Visitors present. Indeed it could not be otherwise: to observe the attention given and ready answers to the questions in the various studies in which the children had been instructed. This compared with the examination three months since in the same school, made it quite evident that Mr. TAIT is one of the first in his profession, and the system—that of the Normal School, practiced by him,—one, above most others, calculated to convey instruction to the youthful mind. In comparing what I saw—small children comprehend and explain, after three months instruction,—with what, in the same branches, I only understood after years' attention, under another system, and, I may add, under less favourable circumstances, I was led to exclaim, what a great change for the better! what a gratifying advance in educational matters! The subject shall have more of my attention hereafter.”

Examination, School Section in the Township of Jordan, taught by Mr. RAYMOND. We have received a gratifying account of this examination, from which we extract the following:—“The persons present were much pleased with the exercises, especially with the examination in Geography, which was very minute and particular, particularly in reference to our own fine Province. Even the youngest children seemed to be quite at home in following the pointer of the Teacher as he touched at the various portions of the outline of the Map of Canada. It is due to the Normal School at Toronto to state that Mr. Raymond was for some time there and that no former teacher has given greater satisfaction to the inhabitants of the division generally.”

Examination, Township of Augusta—Gratifying Symptoms.—A Teacher in this Township writes as follows:—“At the expiration of the Quarter, I had a Public Examination. About 20 individuals—Proprietors of the School—were induced to attend. Teachers generally have hitherto dreaded to enter this Section, on account of discords and contentions between the inhabitants; but I am happy to inform you that these things have now died entirely away and the people seem alive to the importance of education,—and so much were they pleased with the examination that they immediately raised my salary. I think I am the first Teacher from the Normal School in this District, if not, I am the first in this part of the District.”

District Grammar School Examinations.—Several very gratifying Examinations have recently been held at the Grammar Schools of the Bathurst, Colborne, London and Huron Districts, and at St. Catharines We select the following notices—all that have reached us:—

Bathurst District.—“At an examination of the School which took place on Friday last, the scholars acquitted themselves very creditably. The Rev. Mr. BELL, one of the Trustees, in addressing them at the close of the examination stated, that a considerable improvement was perceptible in the pupils, and complimented them on their proficiency.”—[Bathurst Courier.

Colborne District.—“The answering in the Mathematical Department gave both pleasure and surprise to all present, as aided by the clear and perspicuous diagrams and practical skill of the examiner, all, even though not versed in the science, were enabled to feel interested and gratified. On the whole, we sincerely congratulate the inhabitants of the Colborne District that they possess the advantage of such a school, and confidently trust each succeeding year will exhibit a still greater proficiency.”—Peterboro' Despatch.

London District.—“On all the branches, the scholars acquitted themselves well, giving evidence of a very considerable amount of talent in the school, and also that all the branches have been ably and effectively taught. London has good reason to be proud of her Grammar School.”—[Canadian Free Press.

Huron District.—“The Annual Examination of the District Grammar School took place on Tuesday, in presence of Judge ACLAND, ROBT. MODERWELL, and JOHN GALT, Esq's., the Trustees, and a number of spectators; and we are persuaded that every one who was present, must have felt highly pleased with the skilful and systematic method of instruction, and the attainments and good conduct of the pupils.”—[Huron Signal.

St. Catharines' Grammar School.—“We have much pleasure in publishing the following brief sketch, proving as it does the rapid extension of a superior order of education in Canada. The Annual Examination of the St. Catharines' Grammar School took place on Thursday and Friday, 9th and 10th ult. The classical part of the examination was conducted by the Rev. A. DIXON, M.A., who expressed himself much gratified with the answering, which reflected credit alike on Mr. FERRARD, the

Principal of the Institution, and on the young gentlemen who were under his instruction."—[Toronto Patriot.

Higher Institutions.—Not having any condensed reports of the highly creditable examinations recently held at the U. C. College, and Toronto Academy, we can at present only refer to them. A meeting has recently been held in this city to enlarge the sphere of usefulness and influence of the Toronto Academy, and to remove it entirely from sectarian control. We insert such notices as have reached us:—

R. C. College of Regiopolis.—The annual exhibition at this College for the scholastic year just expired, was held, subsequent to the usual examinations in Classics, French, &c., on Monday the 30th ult. The Right Revd. Bishop Phelan and the other friends of the Institution who were present, expressed much satisfaction and pleasure at the final examination and exhibition, as being highly creditable to the Students.—[Kingston Whig.

Queen's College School.—Altogether this examination was one of the most gratifying and satisfactory it has ever been our good fortune to witness, and reflected the highest credit on the able and excellent Headmaster, Mr. CAMPBELL, and his Assistant, Mr. McLEENAN.—[Kingston Argus.

R. C. College of Bytown.—The first examination of the pupils in this Institution took place on Wednesday and Thursday last. The attendance was very large on both days. We observed many Clergymen present of different denominations. The District Judge, the District Treasurer, His Worship the Mayor, the Superintendent of Common Schools, &c., attended and took a part in the examination of the students. The Bishop of Bytown presided on the occasion. The greatest satisfaction was evinced by the audience.—[Bytown Packet.

The Annual Examination of the Pupils attending the Schools of the Sisters of Charity, took place on Thursday and Friday last. We have seldom seen a larger assemblage, fully five hundred persons giving their attendance each day. The several classes went through their studies to the satisfaction of all, many of the performances eliciting loud applause.—[Ibid.

The First Annual Exhibition of the Pupils of the House of Loretto, Toronto, was held on Thursday, the 28th ultimo. We have been informed, from sources upon which we can rely, that every praise is due to the Ladies of the House, for the satisfactory progress made by the *Elèves* committed to their charge.—[Toronto Mirror.

LOWER CANADA.

Lennoxville College.—The Annual Examination of the Students at Lennoxville College took place the week before last, and occupied three days. The result, considering the circumstances of the country and the still infant stage of the Institution, was exceedingly creditable and satisfactory.—[Quebec Mercury.

High School, Montreal.—The annual distribution of prizes took place on Friday last. The Hon. W. Morris presided. A large audience was assembled on the occasion. After a few recitations, exceeding well performed, the prizes were presented by the Chairman, among which were some valuable works in standard literature. Many of them were given by His Excellency the Governor-General.—[Pilot.

School Examination.—On Friday last we had the pleasure of attending the annual examination of the Montreal Grammar School, conducted by the Rev. J. A. Devine, A. M. The parties most deeply interested seemed highly pleased with the progress made by the boys under his care.—[Montreal Herald.

EASTERN PROVINCES.

King's College, Windsor, Nova-Scotia.—On the 26th of June last, the Alumni and friends of this valuable Institution, met to inspect the progress which she has made since the last commemoration of the *Encœnia*, and to deliberate upon the best means of increasing and preserving her usefulness for the future. The degree of Bachelor of Arts was conferred upon the following gentleman:—Shaw Smith, Robert G. Haliburton, Ranald E. Smith, and Henry B. Swabey. The successful competitors for the foundation Scholarships, were Mr. W. G. Jarvis, son of the Chief Justice of P. E. Island, and Mr. J. N. Fairbanks, son of S. P. Fairbanks, Esq., our late much respected Treasurer.—[Halifax Colonist.

Examination of the Pictou Academy.—On the 29th ult., the examination of the classes in this Institution took place. The classes in Latin, Greek and French, under Mr. Bell's charge, were first examined; the examiners declared themselves much satisfied with the whole proceedings. The aptness with which all the pupils went through the several exercises was most creditable to their teachers and honourable to themselves. On Saturday, at 10, A. M., the examination of the Lower Department commenced, and continued till 3, P. M. General satisfaction was expressed by all present. The silver medal was awarded to Master George Grant. The medal was the gift of Mr. Primrose.—[Pictou Chronicle.

Saint John Grammar School.—The Semi-Annual Visitation and Examination took place last Friday, in presence of His Worship the Mayor, His Honor the Recorder, &c. At the close of the examination Mr. Gray addressed the Scholars, assuring them that it gave the examiners and gentlemen present, the greatest pleasure to announce to them that the examination, in all the department, was highly satisfactory, and that Prizes would be bestowed on the most meritorious in the several Latin and Greek classes, in the adjudication of which the assistance of the Principal of the School would be taken.—[Observer.

Wesleyan Academy, Sackville, N. B.—The Annual Examination of the Wesleyan Academy at Mount Allison, Sackville, took place on the 18th, 19th, and 20th June. The editor of the *Fredericton Reporter*, who was present, gives an interesting account of the proceedings. On the 18th and 19th the several classes underwent a very satisfactory examination in their respective branches of study; and on the 20th the exercises were closed as follows:—

"On Wednesday the annual exhibition which closes the course of examination, took place at 9 o'clock in the forenoon, and afforded much satisfaction to the large respectable audience with which the spacious Lecture Room was literally crowded; after which the editor of the *Reporter* read a miniature Epic Poem, illustrative of Indian manners and character at the period of the first European settlement of this Province. The Rev. Richard Knight, Chairman of the New Brunswick District, then read a highly excellent Address on the advantages resulting from a well-directed system of Education; after which the Principal distributed testimonials of ability and character to several young gentlemen who were about to quit the Institution, and closed with an impressive *Valedictory Address*, which was listened to with the deepest attention.

"Having once before alluded to the admirable discipline and superior accommodations maintained in the Academy, we need now only add, that it has well sustained its character since our first visit in 1845. The Academy is provided with a collection of chemical tests, a collection of well assorted Philosophical and Astronomical Apparatus, and a good Museum, and a large and well-selected Library, including the whole, or a part of the Sacred Scriptures, in no less than *fifty-four* different languages"—[St. John's Christian Visitor.

Female Wesleyan Academy, Sackville.—The *Fredericton Reporter* intimates that a site has been selected near the Wesleyan Academy for a Female Institution to be under the same superintendence. It is added that the founder of the Academy, C. F. Allison, Esq., has promised a donation to the new project not much inferior to that which called the present institution into existence.—[Nova-Scotian.

BRITISH AND FOREIGN.

Education in England and Wales.—The number of day-scholars in England and Wales in 1818 was 1 to 17 of the whole people; in 1833 it was 1 to 11½; in 1847 one out of 8½ was receiving instruction at a day school. The school-houses number 60,000 nearly.

Educational returns show that in 1833 there were, in public day-schools, maintained by endowments, 178,517 do.; by subscription and payments from scholars, 212,217 do. Also, 732,449 scholars taught in private schools, upheld only by the school fees; total, 38,971 schools; 1,276,947 scholars.

In 1847, the Church of England schools contained nearly a million and a half of children, of whom 955,865 were receiving daily instruction, at 17,015 schools. Of these, nearly 75,000 children are taught by females. There are also at other day-schools 298,348 scholars; and at private schools 817,614 scholars. Exclusive of the *dames' schools*, there were 2,050,873 children receiving education at public and private schools in England and Wales.

University of London—New Charter.—Her Majesty has granted to this University a new Charter, which is likely to excite great interest and attention in the educational world. As our readers are doubtless aware, persons who have graduated for honors at Oxford and other Universities, are sometimes compelled to refrain from taking a degree, owing to

their conscientious objections to subscribe to the Thirty-nine Articles. By the new Charter, the Council will be empowered to confer the respective degrees of Bachelor of Arts, Master of Arts, Bachelor of Laws, and Doctor of Laws, on any persons who have graduated at Oxford, Cambridge, Durham, Trinity College, Dublin, or any other University in the kingdom. Another point in the new Charter, which will be of great service, is that the Council may institute examinations for certificates of proficiency in any subject which they may think fit, connected with the Sciences or Arts—such as Architecture, Civil Engineering, Chemistry, Botany, Geology and Mineralogy, Zoology, Geography, Political and Physical, Navigation and Hydrography. The examination for certificates of proficiency was one of the original designs of the Council, which they were prevented from carrying out under the old Charter.—[Morning paper.

At the Oxford University Commencement of the 20th June, the honorary degree of Doctor of Civil Law was conferred upon the Hon. GEORGE BANCROFT, the American Minister, amidst immense cheering.

British and Foreign School Society.—The Annual Examination of the Boys' Model School, in the Borough Road, was held on Thursday, before a large assembly of subscribers and friends to the Institution. The chair was successively filled by the Lord Bishop of Manchester, Sir John Boileau, Bart., and Professor Pillans, of Edinburgh, each of whom questioned the children in various branches of learning. The attainments of the scholars in geography, history, mental arithmetic, and some branches of natural philosophy, were exceedingly creditable, and appeared to give the highest satisfaction. A large number of beautiful specimens in drawing were exhibited, and various pieces of music were well sung. The children were thoroughly tested as to their acquaintance with the Sacred Scriptures, and excellent speeches were delivered by the respective chairmen.

The Queen's Visits to the Irish Educational Institutions.—During Her Majesty's very gratifying visit to Ireland, we find in the report of her Royal progress, that she honored the University of Dublin, the National Normal and Model Schools, with her presence; also one or two of the Provincial Colleges lately established in Ireland under her auspices. HER MAJESTY and PRINCE ALBERT were pleased to inscribe their autographs in the books of the Colleges they visited. It is a striking fact that to female Sovereigns is Ireland indebted for nearly all her chief Educational Institutions. The names of ELIZABETH and VICTORIA will long shine o'er the troubled sea of Ireland's sorrows, to enliven and cheer her sons onward in their noble aspirations after the good and the beautiful.

The National Books.—Since Her Majesty's visit to the Model Schools in Dublin, she has ordered a set of the Elementary Books in use in the National Schools for His Royal Highness the PRINCE OF WALES.

The Queen's Colleges, Ireland.—Preparations are now being made with activity for the opening of the three Royal Provincial Colleges in Ireland in October. The buildings themselves, we learn, are truly magnificent specimens of architecture. A very full staff of Professors have been appointed to each College—and among those to the Cork College, the Rev. WILLIAM HINCKS, a brother to the Hon. FRANCIS HINCKS, Inspector General of this Province.

Maynooth College.—Maynooth College at present consists of nineteen superiors and professors, and 515 students. The visitors, the Duke of LEINSTER, the Earl of FINGALL, Right Hon. Mr. PIGOT, and Dr. MURRAY, in their report of the visitation held in April last, report "a decided improvement in the general appearance of the establishment." On passing this College, on her late visit to the Duke of LEINSTER, the Queen was warmly cheered by the students who had assembled in their academic costume to greet Her Majesty.

Proposed College in Ceylon.—A movement is being made in England to establish a College in the Diocese of Columbo, Ceylon, to be dedicated to St. Thomas, the Apostle of India.

School for Hindoos.—A school for the female children of Hindoos has been established in Calcutta, under the patronage and auspices of the Hon. Mr. BETHUNE, President of the Board of Education. The project is highly spoken of by the Press, and, if it succeeds, it will no doubt do more good, in respect to the general diffusion of education amongst the native community, than has been achieved by all our previous efforts put together. The instruction given to the girls will be entirely secular: no attempt will be made to introduce the subject of religion.

Turkish Agricultural School.—The Turkish Government has established an Agricultural School and Model Farm in the environs of Constantinople. There are fifty pupils. The Master is a Frenchman, educated at Grignon.

German versus French Children.—Extract from the Correspondence of the N. Y. Commercial Advertiser.—BERLIN, July 10, 1849.—I wrote you last week from Paris, but you see from the date of this, that in the interval I have added one to the population of the capital of Prussia. If there were nothing else to convince me of my change of locality, the pleasant chorus that rises from some school in the neighborhood would be a sufficient proof. Children don't sing in French schools. And then what a difference in the personal appearance of the people! One does not meet here the mischievous-looking urchins that fill the streets of Paris; the boys of Germany are more quiet and sedate in their expression, and make up for a want of vivacity by a greater refinement. You feel sure that the French lad will play you some saucy trick at the earliest opportunity, but you know that you will love his German rival the better the longer you know him.

The High School in Liberia.—We learn that a Southern gentlemen has remitted, through the Rev. Dr. ALEXANDER, of Princeton, to the Presbyterian Board of Foreign Missions in the city of New York, a sum of money sufficient for the purchase of a literary and philosophical apparatus for the High School in Monrovia. The apparatus has been purchased, and will be sent out as soon as a suitable house can be built for its reception. It is supposed that iron houses, similar to those now manufactured for California, will afford the desired security against the depredations of the white ants.

Schools in New Hampshire.—We have received from the Rev. R. S. RUST, President of the Wesleyan Academy, a copy of his Report as School Commissioner. It is a pamphlet of some 200 pages, well written, and well filled with useful information and suggestions, connected with our Schools, and the best means of promoting their highest advancement. It appears that during the past year, in 2,137 districts, 80,072 pupils have been taught in our winter, and 64,036 in our summer schools. About 2,000 teachers have been employed, and \$160,000 expended. On the whole, the Commissioner presents rather an encouraging view of the present state of our schools, and shows a very creditable ambition on his part to perform the responsible official duties imposed upon him according to the best of his information and abilities.—[Lebanon Whig.

The Girard College.—FREDRICK A. PACKARD, Esq., has been called to the Presidency of this munificent Philadelphia Institution. He was elected at a late meeting of the Directors, Hon. JOEL JONES having resigned. Mr. PACKARD, originally a member of the Massachusetts Bar, has been many years engaged in conducting the affairs of the American Sunday School Union, and his eminent abilities and attainments peculiarly fit him for the new station.

Boston versus Toronto.—There are in Boston fifteen Common Schools, which cost \$477,784. In Toronto there is about the same number, not worth as many pence!

Presbyterian Parochial Schools in the United States.—The Old School Presbyterians are endeavoring to substitute Parochial for Public Schools. Already 82 Churches have reported the establishment of such Schools. Of these, 10 are in the State of New York, 11 in New Jersey, 13 in Pennsylvania, 13 in the North-west—total, 47 in Free States which have a Common School system. There are also 28 Presbyterian Academies.—[Independent.

The Rev. Dr. Wayland, a man of much learning and ability, and a philosophical writer, has lately resigned the Presidency of Brown University, Rhode Island, which he has held for the last fifteen or twenty years.

The Hon. Henry Barnard, Commissioner of Public Schools for one of the New England States, while lately visiting Canada, spent a day or two at the Normal and Model Schools and Education Office, Toronto.

Professor Joseph Henry, LL. D., Secretary of the Smithsonian Institution, Washington, has been in Toronto lately, on a visit to Her Majesty's Magnetic Observatory.

Increased attendance of Pupils in the New York City Schools.—It appears by the last annual Report of the City Board of Education, that the number of children educated in the Common Schools of the City has doubled in six years.

The great American School Convention at Philadelphia has been postponed, on account of the Cholera, until the 17th of October next. It will be a Meeting of much interest.

Literary and Scientific Intelligence.

Extraordinary Popularity of Macaulay's History of England.

—We pay Mr. MACAULAY no compliment, but only record his good fortune when we say that these two volumes are the most popular historical work that ever issued from the English press. Within six months this book has run through five editions—involving an issue of above 18,000 copies; and on the other side of the Atlantic, our enterprising and economical brothers of America have, we hear, re-produced it in forms which appear infinite in number and infinitesimal in price. For the best rewards of authorship, he, therefore, has not been doomed, like many illustrious predecessors, to await the slow verdict of his own, or the tardy justice of a succeeding generation. Fame has absolutely trodden on his heels. As widely as our language has travelled—“*super et Garamatas et Indos*”—these volumes have already spread the reputation and opinions of their author.—[Edinburgh Review, July, 1849, (attributed to Lord Jeffrey.)]

Mr. Macaulay collecting Materials for continuing his History.—

Mr. MACAULAY, who is at present in Ireland making enquiries connected with his history of the operations of William III. and James II. in Ireland, in 1689, visited the battle-field of the Boyne on Tuesday, accompanied by Captain LARCOM, Dr. WILDE, and Mr. PIERCE MAHONY. Mr. MACAULAY has since left Dublin for Cork and Killarney, whence he is to proceed to Limerick, Aughrim, Belfast, and Londonderry.

The Right Hon. Sir James Stephen, (formerly Under Secretary of State for the Colonies,) the contributor of the “Port Royalists” and other articles to the *Edinburgh Review*, has been appointed to succeed the late distinguished Dr. SMYTH as Professor of Modern History in the University of Cambridge.

Smithsonian Institution, Washington.—At a meeting of the authorities of this Institution, (founded at Washington by the will of Mr. SMITHSON, a munificent Englishman, “for the increase and diffusion of knowledge among men,”) the President of the United States in the chair, the following gentlemen were unanimously elected Honorary Members:—Professor ROBERT HARE, of Pennsylvania; Hon. ALBERT GALLATIN, of New York, (since dead;) Professor BENJAMIN SILLIMAN, of Connecticut; and WASHINGTON IRVING, Esq., of New York.

Serjeant Talfourd, a distinguished literary Barrister in England, and author of “*Ion*,” has been raised to the Bench, to succeed the late Mr. Justice COLTMAN.

The American Association for the Promotion of Science, after a most interesting session, has closed its sitting at Cambridge, Mass. Its next annual meeting will be held at Yale College, New Haven, Conn. We have read its proceedings with much interest; and beg to thank the Hon. EDWARD EVERETT, LL.D., for his courtesy in forwarding papers, containing, among others, his own admirable remarks at the conclusion of the session.

Rev. Henry Coleman, of New England.—The English papers record the death, by fever, near London, of this enterprising gentleman, aged 65. Mr. C. had lately completed his elaborate *Report on European Agriculture, and European Life and Manners*, and had projected a more profound and philosophic work on “*European Life*,” when Death summoned him away.

“*The Book of the Angel.*”—Mr. CURRY, in his late evidence before a Select Committee of the House of Commons on Public Libraries, states that in the Library of Trinity College, Dublin, there is a MS. of a portion of the Scriptures which belonged to St. Columba, who died in 590, “so beautifully written that people always called it ‘*The Book of the Angel*.’—they did not believe that it had been written by the hand of man. And Mr. WESTWOOD, who lately published a book of specimens of Continental illuminated MSS. of the Middle Ages, published a specimen of this also, but he failed to represent it accurately, the lines are so complex and so exquisitely delicate.”

Alfred the Great.—The birth-day of the founder of the University of Oxford, ALFRED THE GREAT, will be commemorated with great eclat at Wantage, his birth-place in Berkshire, England, the 26th October next. ALFRED THE GREAT was born in 849—one thousand years since!

Recovery of the lost Journals of the House of Lords.—At the great conflagration of the Houses of Parliament, which took place in 1834, several books and important papers were either lost or consumed, amongst which were some of the manuscript Journals of the House of Lords. Within these few days, however, it has been ascertained that a portion of

the latter at least was not consumed, and their existence was brought to light in the most singular manner. It appears that a few days since a gentleman was passing along the Walworth-road, when his attention was attracted by some old books, &c., in the shop of Mr. TERRY, and which the latter had purchased as waste paper. On closer inspection he discovered no less than twelve books which appeared to be the Journals of daily minutes of the proceedings of the House of Lords, comprising the following dates:—1780, 1781, 1787, 1788, 1789, 1790, 1791, 1792, 1798, 1799, 1801, 1803, 1805, 1806. The gentleman accordingly purchased one of the apparent Journals, with which he repaired to the Library of the House of Lords to learn if it was genuine, when some of the parties there instantly detained it; and having been informed where the rest was, yesterday morning three messengers proceeded to Mr. TERRY'S, and purchased the whole twelve, which really proved to be the actual Journals of the above named dates. The price they paid for these important documents was merely that of common waste paper, being no more than £1 15s. for nearly one cwt. The account given by Mr. TERRY is, that he some time since purchased them, with nearly a ton weight of other papers, at a sale or the effects of the late Mr. CROFT, Clerk of the Journals of the House of Lords. [The “Journals” have proved to be a set of private minutes, of no official use.]—[*Ed. Jour. of Education.*]

The British Association.—The preparations for the forthcoming meeting of the British Association for the Advancement of Science, have assumed a very decided character. Two soirees are to take place on the 13th and 18th of September, at the Town Hall, and are expected to be conducted in a very brilliant manner. The arrangements for the excursion to Dudley Castle and caverns are also upon an extensive scale, and the event will no doubt prove very interesting in connection with the meeting. The illuminations in the caverns are expected to excel anything of the kind ever before witnessed in them. On Monday, the 17th of September, Captain CARR'S apparatus for affording assistance in case of shipwreck or distress at sea, will be exhibited at the Reservoir. The session rooms are in a forward state of preparation; they consist of four rooms at the Free Grammar School, two at the Queen's College, and one at the Philosophical Institution. The grand exhibition room in Broad-street now assumes a very interesting appearance. Articles of the most splendid character are flowing in from all directions. The articles in electro-plating, *papier mache*, glass, stained and cut, and plate, bronze, wood, castings of all sorts, porcelain, musical instruments, models, including one of the Britannia Bridge, wood carving, chandeliers, lamps, &c., are of the most splendid and interesting description. We are happy to be able to state that all the principal manufactories in the town will be thrown open for inspection to the members of the Association. Many of the principal proprietors have most generously volunteered this favor, and not one has refused the application made to them by the Committee.—[*Birmingham Gazette.*]

Literary Travellers in Ireland.—Mr. THOMAS CARLYLE is daily expected in Dublin, being about to make a tour of some weeks in the South and West. Messrs. DOUGLAS JERROLD, T. B. MACAULEY and CHARLES KNIGHT are also making a tour through the South, &c.

Scientific Achievements.—Withing thirteen years a Tunnel under the bed of the Thames, an Iron Tube for railway carriages over the Menai Straits, and a Wire Bridge across the great Niagara, have been perfected. Thousands pass daily under the river, where a mighty commercial marina is floating above them,—ere long railway teams will be rushing through the Tube, dragged by the Iron Horse—while we are fraternizing with our American neighbors on a Bridge of Wire.—[*Hamilton Gazette.*]

Rivets in the Britannia Bridge.—The rivets in the tubular bridge at the Menai Streets are 2,000,000 in number, each an inch in diameter!

Suspension Bridge over the Dnieper.—Yesterday was the last day of the exhibition of a most interesting and beautiful model of the great suspension bridge which the Emperor of Russia is about to have constructed over the Dnieper at Kieff. The work is designed for great political and military purposes, being intended to facilitate the communication between Russia and Poland, and terminating on the Russian side with a swivel bridge, by which a retreating army can in a moment cut off the communication with the opposite bank. When completed it will be the longest suspension bridge in the world—viz., half an English mile in length. It will have six bays, four of them 444 feet long, and two 222 feet. The roadway will be 34 feet, and the footpath 6 feet. The swivel bridge will communicate with the rest of the structure by an island formed of masonry, and constructed so that any injury to the chains fastened within it can be easily rectified. The whole work will occupy the space of about five years in completion. As to the model, which has been prepared in this country for the Emperor, and is about to be despatched to Russia, is

perhaps the most complete and beautiful thing of the kind ever executed. It is constructed on the scale of one-eighth of an inch to the foot, is covered with a splendid glass case, and rests upon a stand of the most finished workmanship. The flow of the Dnieper is represented by a mirror, wherein the exquisite workmanship of the model bridge above is reflected, and care has been taken also to mark the depth of the river, which is at some points 60 feet. No doubt, from the situation in which it is to be constructed, the work when finished will be strongly fortified, each of the huge piers on which the chains are swung being mounted with cannon, and the approaches also being protected by batteries.

Old Timber.—The spiles under London Bridge have been driven six hundred years. On examining them in 1746, they were found to be but little decayed. They are principally of elm. Old Savory Place, in the city of London, was built six hundred and fifty years ago, and the wooden piles, consisting of oak, elm, beech, and chestnut, were found upon recent examination to be perfectly sound. Of the durability of timber in a wet state, the piles of the bridge built by the Emperor Trajan over the Danube, afford a striking example. One of these piles was taken up, and found to be petrified to the depth of three-quarters of an inch; but the rest of the wood was little different from its former state, though it had been driven more than sixteen hundred years!

Medusa Fulgens.—The waters of the Bristol Channel have lately presented during the night such profuse effusions of lambent light as to excite unusual attention. The phenomenon, it is well known, is occasioned by the presence of a very minute insect, called medusa fulgens, visible only through means of a microscope.—[Cambria.]

Gas from a New Substance.—Two French chemists in Paris, Messrs. Livenais and Berhardt, have ascertained that the decomposition of grape-skins, after the last pressing and lees of wine, disengages a carbonated hydrogen gas of a superior quality. A pound of dried grape-skins, placed in a white hot retort, furnished, in less than seven minutes, three hundred and fifty quarts of excellent carbonated hydrogen gas. The gas burns with a brilliant white flame, is without odour, and emits little smoke; in comparison with that produced from pit-coal and resin. An experiment with the dried dregs of wine was equally satisfactory.

Singular Instance of Posthumous Fame.—One of the bricks brought from the ruins of Nimroud, besides the letters inscribed on it, is marked with the footsteps of a weasel, which must have run over the brick before it was dried, so that the little animal and the mighty Assyrian king have stamped a record of their existence on the same piece of clay!

Glass Tissue—Triumph of Art.—At the Polytechnic Institution in London there was exhibited one pound of glass spun by steam into four thousand miles, and woven with silk into tapestry and dresses!

Miscellaneous.

WOMAN'S OFFICE IN EDUCATION.

(EXTRACT OF AN ADDRESS, BY JAMES HENRY, JUN'R. ESQ.)

Not only have the farmer, mechanic, scholar, statesman, philosopher and patriot, enrolled themselves under the banner of educational reform, but woman, with all her inherent beauty and loveliness, with her innate shrewdness, aptness, patience, hopefulness, perseverance and irresistible power, has with a devotion and ardor which none but herself can feel or know, espoused this noble cause, and rendered it such good service as none but woman can render.

Not only as a mother does she indelibly impress upon the tender infant mind the love and practice of the true, the beautiful, the great, the glorious, and the good, but as a teacher she has entered the once unattractive, not to say repulsive school-house, and its whole aspect has been changed as with the wand of an enchantress.

The hoary cobweb which from time immemorial has occupied its prescriptive corner or window, has been removed; the dust of ages has been brushed from the walls; the virgin loveliness of white is once more seen upon the floors; yards have been levelled, enclosed and planted with shrubbery; windows, tables and mantle-pieces, are surmounted by pots of flowers; graceful festoons of evergreens, maps, paintings, and drawings, adorn the walls; in a word, that perfect cleanliness, order and beauty, which at once endear and consecrate the domestic fire-side, have been transferred

to the school-room, making it no longer the hated prison-house, the dear chosen and loved retreat of childhood.

Woman, whose unrivalled dominion ever has been, and ever must be, in the tenderest and holiest affections of humanity, understands full well the art of addressing and winning the juvenile heart, and drawing it out successfully into ardent and constant aspirations to all that is great, and noble, and pure in the universe. Well, too, has woman, by her noble actions, repelled the unnatural and unjust prejudice, once generally, and I fear even now by some entertained, that she is incompetent to preside over and direct intellectual education.

The following lines were sent us by a pupil of the Leicester School, at Moscow, Livingston Co., N. Y. :—

LET ME DIE IN MY YOUTH.

Let me die in my youth, let me die in my youth,
Ere my footsteps have strayed from the pathway of truth,
Ere a withering blight on my spirit shall rest,
Ere my heart has made sadness or evil a guest,
Ere the moments of purity darken and fly,
Let me die in my youth—in my youth let me die.

Oh! life is all joyous—a bright, sunny dream,
And its pleasures are many—a full flowing stream;
Its hours of happiness fondly have flown;
In my heart's deep recess its bliss I have known;
But if, as they tell me, earth's joys quickly fly,
Let me die in my youth—in my youth let me die!

For I would not stay till a gloom is o'ercast,
Till the waters of grief o'er my spirit have passed,
Till my heart's sweetest joys, in their circles, have broken,
Till the last gentle word of affection is spoken.
There are hopes more enduring that brighten on high;
Let me die in my youth—in my youth let me die!

Bright hours of Spring in their beauty have come,
And earth in their light, is a sweet, sunny home,
Yet I fain would go while the flowers are springing,
While the earth seems glad and the birds are singing;
For the music and fragrance will breathe where I lie;
Let me die in my youth—in my youth let me die!

[The Student.]

HINTS ON SCHOOL GOVERNMENT.

From an Essay written by a Female Teacher, and read before the Essex County Teachers' Association.

When the mother of Washington was asked respecting the education of her son, she replied, she had taught him to obey. In saying this, she did not merely give her own method of training her son, and preparing him for the duties which, unforeseen by her, afterwards devolved upon him, but she stated a general principle,—one which lies at the foundation of all true government, and to which teachers should give heed. It is our duty as such to prepare boys and girls to become men and women; to educate boys who are to become governors of the nation, and girls who are to become mothers of future statesmen and rulers; and in order that these may, each in their own turn rule wisely, they must learn to obey.

This is the first and most important lesson the child can be taught. Instinct will lead it to seek for food, to cling to those who give it protection and nourishment; to express by natural signs not to be mistaken, grief, pain, or terror, and to oppose some form of resistance to that which causes any important sensation, or succumb to a force which it is unable to resist; but it does not ever lead them to submit their own will to any other will. This must and should be taught by those to whom is given the important and responsible duty to control and guide that delicate but omnipotent lever. Yet how seldom is this done, until the will, having no self-regulating power, has become habitually either impotent or wavering or headstrong and obstinate. Not unfrequently is this first great lesson left to be learned in the school-room; and it is of the highest importance, that we see to it that it is learned there.

Perhaps some will say, "Very well, we all know that children must obey, but how is submission to be secured in the best manner, or in other words, how are we to inspire our children with the true spirit of obedience?"

Here lies the difficulty. It is comparatively easy to maintain an unlimited despotism in the school room—to have an almost breathless silence and to hear recitations verbatim, the very punctuation

of which shall not vary from the text-book. This may be obtained, and with all this there may be operative at the same time in the same room the thousand strange contrivances which inventive children put in operation for the evasion of the spirit of the law.

The primal cause of all good government lies in the *teacher*. We may bring in many aids and means in the form of rewards and punishments, but a government based on these has not a true foundation. If respect and love are not, in general, the controlling power in a school, that school is not one of the *best*, though the scholars may receive thorough instruction in all branches of knowledge, and perform their duties with the regularity and silence of the most beautiful mechanism.

ADVICE TO A YOUNG TEACHER.

Endeavor to introduce into your school the most perfect system at the beginning, and be very slow to admit any change which inexperienced people may think very good, unless its utility is obvious. Pay great attention to the *order* of your school, and to the *manners* of the children, and when they leave you, see that they retire with order and regularity.

I need not urge upon you to unite with this strict discipline *great mildness*, and perfect freedom from passion. I wish that you would introduce some *religious exercises*. Let the scriptures be daily read, in a reverential manner, by yourself or some good reader in the School. Be careful to teach every branch *thoroughly*. A school is lost when it gets the character of being showy and superficial.

Let me conclude with urging you to enter into the spirit of your occupation. Learn to love it. Try to carry into it a little enthusiasm. Let it not be your task, but your delight. Feel that Providence is honouring you in committing to you the charge of immortal minds. Study the character of your pupils, and the best modes of exciting and improving them. You have heart enough; fix it on this noble object.

And now, my dear friend, be of good courage. Bear up with calm, steady resolution, under the trials of life. Lift your eyes with gratitude and confidence to your Father in heaven, and he will never forsake you.—[Channing.]

THE TEACHER'S CALLING.

In the estimation of those who regard the well-doing of the young, the calling of the school-teacher is one full of interest.—And why should it not be? It requires peculiar qualifications, involves high responsibilities, subjects to many trials. Why should it not, then, bespeak for itself the sympathy, respect, and friendly co-operation of the community?

Not simply the well-doing of the young is connected with this calling, but the future happiness and well-doing of society.—Teachers act both directly and indirectly on the great social interests of the race. They have, in an extensive sense, the forming of character. To them is intrusted the modeling of minds which, in their matured strength, shall move the world.

The teacher leaves his impression on the minds of his pupils.—This impression neither time nor circumstances can efface. It tells at the fire-side homes of the children, and in their associated capacities abroad. It meets and mingles with the events of coming life; restraining, inciting, and encouraging all along the pathway of their earthly existence, and even to its close. And who shall say it is lost even there? May it not, does it not, pass on with the enfranchised spirit to that higher state of existence of which this is but the shadowing? Will not the teacher's influence tell, in its results, through the uncounted cycles of eternity? Responsible work, the training of the youthful mind! A high and holy calling is that of the teacher! Who shall dare enter it with unhallowed purpose? Who shall dare give to the young mind other impress than that of wisdom, virtue, and piety?

Schools are public safes, where are deposited, not the gold and silver of the nation, but what is of far more value, gems of thought and feeling; jewels, which shall hereafter be drawn out to beautify and enrich the national mind. Schools are deep mountain reservoirs, whence issue the rivulets which widen into mighty streams; whose waters in their ever-onward course, make for themselves channels through the length and breadth of the land.

In schools are training the minds whose future action shall brighten or dim their country's glory. Yes; here are those, whose

light shall be as the morning, and whose brightness as the noon-day; and here, too, it is to be feared, are those whose light shall be but as darkness, and whose brightness but as the thunder's terrific bolt. Here are the future rulers of the state and nation.—Shall they be just men, ruling in the fear of God? Here is the priest, who shall minister at the holy altar. Shall he have the learning, the piety, the zeal, of a Paul; the meek endurance, the tenderness, of a John?

Here is he whose healing art shall often renovate and re-beautify the frail tabernacle of the soul. Shall he be like Luke, the *beloved* physician? Here are the future poets, whose numbers shall be "thoughts that breathe and words that burn." Shall they, like the sweet singer of Israel, wake psaltery and harp to the high praises of heaven's King? Here are they—the men, the women—who shall come up, and live, and feel, and act, in all the relations of life, under its thousand ever-varying circumstances, when the fathers and the mothers shall decline in the vale of tears, and pass away.

"Just as the twig is bent the tree's inclined." Who shall so bend the twigs that they may grow up trees of strength and beauty; gracing the garden, the field and the wood? Who shall? Who will? *Teacher*, the task is thine. Thy influence, combined with that of the parent, shall make the future character. Thou canst move the young mind committed to thy trust, as the winds move the leaves of the forest. Thou canst press the young heart even as the seal impresses the wax.

The confidence, the affections, of the child are thine. Use thy power, but use it safely, well. Gently, lovingly, yet firmly, deal with these little ones. Write such characters on these young minds as future hours shall safely deepen, and a present and coming age delight to read;—such as shall bless the child, the man, the world; reflecting honour on thyself, and bringing glory to the Creator of all mind. Teacher, what a work is before thee! What manner of person should thou be? And what qualifications are necessary to fit thee for this high trust? [C. S. Jour.]

GREAT MISTAKE IN EMPLOYING TEACHERS.

Parents, school committees, will you employ inexperienced teachers for children, because they are cheap, because they teach for a less price than those duly qualified to impart instruction? Some parents seem to think almost any one is capable of teaching young children. A greater mistake there could not possibly be. Little children require the best of teachers. Everything depends on a right beginning, whether physical, intellectual, or spiritual. A child incorrectly taught at first never knows what he does know; he guesses at things, stumbles and jumbles, and his errors cling to him for life.

SCHOLARS ARE NEVER KNOWN TO BE IDLE.—No one can be made a scholar; but almost all persons can make themselves scholars.—The person who in youth learns to exercise his own powers of mind is sure to turn out a scholar and a useful practical man, if he lives to the middle period of life. If he does not learn to think for himself, as well as to read books and receive facts from others, he will never become really learned.

Who ever heard of a scholar made by lectures, or by teachers in any form? Has not every scholar who has yet appeared in the world, become such by his own efforts—by personal application—by the patient and persevering use of the machinery within him?

MORAL CAUSES.—Moral causes noiselessly effaced first the distinction between Norman and Saxon, and then the distinction between master and slave. None can venture to fix the precise moment at which either distinction ceased. Some faint traces of the institution of villenage were detected by the curious as late as the days of the Stuarts; nor has that institution ever, to this hour, been abolished by statute.—[Macaulay's History of England.]

POLITENESS LIKE AN AIR-CUSHION.—Politeness is like an air-cushion—there may be nothing solid in it, but it eases the jolts of the world wonderfully.

Those who achieve great things are rarely the men who design them; the reapers of the harvest are not generally those who have prepared the soil and cast the seed.

Editorial Notices.

THE TRUSTEES AND DISTRICT SUPERINTENDENTS' BLANK SCHOOL REPORTS, for the current year, have been printed, and will be transmitted to the District Superintendents from the Education Office immediately. On their receipt, these officers will please lose no time in furnishing each Corporation of School Trustees in their respective jurisdictions with a copy of the Blank Report for their Section, so that no inconvenience or delay may be experienced at the end of the year, in not receiving the necessary information from the Trustees to complete the Annual Report of the District Superintendent to the Chief Superintendent. Trustees will bear in mind that the District Superintendent is not required to pay the *last instalment* of the School Fund, until they shall have transmitted to him their Annual School Report; nor even then, unless their Report is satisfactory to that officer.

In compiling their Annual Report from the Reports of the Local Trustees, these Superintendents which have been lately appointed will find a number of valuable suggestions on the subject in the Circular addressed by the Chief Superintendent to District Superintendents in December, 1848. This Circular will be found in the Appendix to the Provincial School Report for the year 1848, page 32; and in the 1st Volume of this *Journal*, pp. 353-355.

The Blank School Reports for the Boards of Trustees in Cities and Towns to the Chief Superintendent have also been prepared, and will be forwarded in due time, accompanied by blank Reports for the Committee appointed for each School by the Board of Trustees.

These blank Reports for the Local Trustees are furnished with ample "Directions and Remarks" for filling them up correctly—upon due attention to which must depend the completeness, the comprehensiveness and correctness of the General Provincial Report of our Schools—their progress and efficiency during the year 1849.

THE MAGNIFICENT PROPOSAL FROM ENGLAND.—We have received several letters responding to our call for suggestions on this subject. They shall receive our careful consideration. In the next number of the *Journal* we hope to be able to submit a satisfactory and comprehensive scheme, to give effect to the noble and benevolent intentions of our munificent correspondent in England.

The Summer Session of the Normal School will close on the 15th October with a Public Examination. The Winter Session commences on the 15th of November. Candidates for admission must present themselves during the week of opening, otherwise they cannot be admitted.

FREE ELEMENTARY SCHOOLS AND COLLEGES OF NEW ENGLAND—THEIR CONNEXION.—We select the following characteristic remarks from a pamphlet recently received. They were uttered by two prominent official persons in Massachusetts, on an occasion of much interest to the parties themselves, and also to that State—the Inauguration of the President of Harvard University. His Excellency Mr. BRIGGS, in investing the Rev. Dr. SPARKS (an accomplished Biographer and Historian) with the government of that Institution, "in accordance with ancient usage," expressed himself in regard to the connexion between their Free Schools and Colleges as follows:—"Our system of Free Schools is one of the richest fruits of the Gospel. They are the natural nurseries of the Colleges. The interests of

the two institutions are identical. Both should be ardently loved and cherished by all who love their country, their liberty, and their race." The response of President SPARKS is beautiful and striking. He observes:—"Your Excellency has referred to the Common Schools, and the intimate relation between them and the Colleges. Here, permit me to say, you have touched a chord, whose vibrations I would neither resist nor disguise. Many of my earliest and dearest associations are centred within the narrow walls of the School-room. Nurtured during my childhood and youth in the Common Schools of New England, and for six winters a Teacher of a Common School, I have reason to be grateful for the benefits derived from them in forming both my mind and character. Nor is it too much to say, that for such of the qualifications as I may possess for understanding and discharging some of the most important duties of the station in which I am now placed, I have been more indebted to the seeds planted in the Common Schools, and to the experience which strengthened their growth, than to the later instruction and discipline of a College. But both are necessary—columns of the same temple, administering mutual and needful support. They claim the fostering care of every patriot who would see the glory and happiness of his country resting upon the durable foundations of virtue upheld by knowledge, high intellectual culture, and a wide-spread intelligence."

We beg to express our grateful acknowledgements to the following Publishers for specimen copies of their very valuable books advertised in a late and the present number of the *Journal of Education*:—

Messrs. A. S. BARNES & Co., 51 John Street, New-York.

Messrs. HUNTINGTON AND SAVAGE, 216 Pearl Street, New-York.

DAVID HOYT, Esq., 6 State Street, Rochester.

We have already expressed our favourable opinion of the books forwarded to us by Messrs. A. S. BARNES & Co; and we would add, that we have been greatly pleased with the admirable Histories of "Peter Parley"—long distinguished for his popular writings—published by Messrs. HUNTINGTON AND SAVAGE; and also the very valuable and beautifully coloured *Anatomical Outline Plates* (ten in number, 20 inches by 36) and accompanying books by Dr. CUTTER, of Boston, kindly sent us by Mr. HOYT, of Rochester. These plates have been much admired by professional and other gentlemen to whom we have shown them.

Want of space prevents us from making farther allusion to these works at present; but we will be happy to permit persons to inspect the specimens sent us. They can be procured direct from the Publishers, or through Mr. HOYT, or Mr. D. M. DEWEY, our American Book Agent, Rochester.

We beg to acknowledge from Mr. DEWEY, Rochester, a very interesting Pamphlet intitled: "The Power of Voluntary Attention." A Discourse by the Rev. J. H. M'ILVAINE, a clergyman of that city—delivered before the Rochester Athenæum.

Advertisements.

National School Books and Maps,
At No. 9, Wellington Buildings, Toronto.

THE Subscriber has now for sale the whole of the Series of National School Books now used in the Province; also some of the large Maps. Orders sent in will be promptly attended to.

ANSON GREEN.

Toronto, September, 1849.

SCOBIE & BALFOUR,

Booksellers, Stationers, Printers, Book-Binders, Lithographers, Copperplate and Wood Engravers,

ADELAIDE BUILDINGS, KING STREET, EAST,
TORONTO,

HAVE always in Stock and for Sale, a large and varied assortment of BOOKS, in every department of Literature.

The SCHOOL BOOKS recommended by the Board of Education, as well as those in use in the several Educational Institutions in the Province.

Their stocks of *Blank Books and Stationery* are at all times varied and extensive; Ciphering Books, Copy Books, Foolscaps, Potts, Quills, Steel Pens, Slates and Slate Pencils.

Printing and Book-Binding executed with care.

Maps, Plans, Charts, Diagrams, &c., Lithographed or Engraved.

SCHOOL BOOK DEPOSITORY,
ROCHESTER, N. Y.

DAVID HOYT,
BOOKSELLER AND STATIONER,

KEEPS constantly on hand a large Stock of the various kinds of School Books published in the United States—Outline Maps and other School Apparatus furnished to order at short notice and at the lowest possible prices.

ANATOMICAL OUTLINE PLATES for Schools, by Dr. CUTTER, (10 in number, 36 inches by 20) beautifully coloured, per set £4 7s. 6d.

Treatise on Anatomy, Physiology, and Hygiene (150 Engravings, 8vo., pp. 470) with Key to Plates; also First Book on Ditto (83 Engravings, 8vo., pp. 190,) £0 5s 0d
Mitchell's New Geography 0 3d 9d
Orders by Mail solicited.

Rochester, September, 1849.

NOTICE.

NEATLY Stitched copies of the *First Volume* of this *Journal*, with handsomely printed Covers, can be obtained through the Post, on application to Mr. HODGINS, Toronto. Price, 5s.

ACKNOWLEDGEMENTS:

From June to the 27th September, Inclusive.

Rem, for Vols. I and II, from Treasurer Bathurst District (120 copies,) Rev. J. Elliott (2,) Sec'y. Regents University, N. Y.—For Vol. II, from Rev. J. C. Muir, G. W. Evans, A. Campbell, jr., Rev. Dr. A. MacNab, J. Campbell, Miss E. Willson, Supt. Eastern District, Rev. J. Elliott (4) Supt. Western District, W. Crinklaw, C. Biggar, Esq., F. A. Tait, P. B. Spohn, Esq., Wm. James, Esq., D.C.; Rev. Dr. Willis.

** Back Numbers of the 1st and 2nd Volumes supplied to new Subscribers. All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.

TORONTO: Printed and Published by THOS. H. BENTLEY; and may be obtained from SCOBIE & BALFOUR, and A. GREEN, Toronto; JOHN M'COY, MONTREAL; P. SINCLAIR, Quebec; M. MACKENDRICK, Hamilton; J. IZARD, Woodstock; and D. M. DEWEY, ARCADE HALL, Rochester, N. Y.