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LECTURES

Delivered by the Chief Superintendent of Schools in the several Districts of Upper Canada during his official tour, September to December, 1847.

LECTURE I.—THE IMPORTANCE OF EDUCATION TO AN AGRICULTURAL PEOPLE.

In my published Circular addressed to the Common School Officers of the several Districts, I have intimated my intention of addressing you on the "*Importance of Education to an Agricultural, a Manufacturing, and a Free People*;" a subject ample to fill a volume, and any one part of which is more than sufficient to exhaust the time that I can venture to hope for your willing attention. My remarks must, therefore, be in proportion to the time allotted for a public discourse, and not to the magnitude of the subject itself.

Man is endowed by his Maker with physical, intellectual and moral powers; he sustains a three-fold relation to the world around him, according to the three-fold class of powers with which he is endowed; he requires a corresponding preparation for the duties of that three-fold relation. That preparation is properly termed Education. It is our apprenticeship for the business of life. The rudiments of that apprenticeship are the same in all departments of life; but it varies in its more advanced stages according to the particular profession or employment which we may pursue, whether of law, or medicine, agriculture, commerce, or mechanics, &c. What is rudimental or elementary in Education is essential to the successful pursuit of any one of the several departments of human activity and enterprise. All must learn to read, to write, to calculate, to use their native tongue—the farmer as well as the lawyer, the mechanic as well as the physician; in addition to which each must learn that which will give him skill in his own peculiar employment.

Agriculture constitutes the most extensive as well as most important branch of human industry; and the importance of Education to an Agricultural people is the first topic on which I am to address you; the topic to which I shall devote the present discourse.

But when I speak of Education in reference to Agriculture, I do not mean the same thing as when I speak of it in reference to navigation, or manufac-

tures, or commence, or to the learned professions. I mean such an Education as the successful pursuit of Agriculture requires—such an Education as the interests of an Agricultural people demand. There is, indeed, a kind of Education, so called, which is often both protracted and expensive, and which is sometimes given to farmers' sons, but which is the reverse of any connexion with Agriculture—which indisposes to it—which alienates from it—which excites contempt of it. But the application of the term Education to such a course of instruction, is a misnomer; it is an abuse of it, as the infliction of such a training is an abuse of the youth who is subjected to it. Yet the disappointment and bitter fruits produced by this false Education—and almost as common as it is false—has created not a little prejudice on the part of many agriculturists against Education itself, and a wide spread indifference to it. But as well might we object to Government itself, on account of the abuses which have been fostered and practised under its auspices; as well might we be indifferent to Commerce and Agriculture, on account of the frauds and follies which have been committed by cupidity and ignorance in the pursuit of them; as well might we reject Christianity itself, because of the vanities and corruptions, and inhumanities which have borrowed its name. The fact is, that the Education of agriculturists has formed no part of the policy or care of Governments,—and especially of our own,—down to a very recent period. Ample foundations were provided, and liberal endowments made for classical, theological, medical, and legal Education; Military and Naval, and Commercial Schools, and Schools of Arts, have also been established; but where has any provision been made for the Education of agriculturists? Though the most numerous class of the population of every civilized country, the Eucation of farmers, until within the last few years, has not so much as entered into the councils of Governments, or given birth to a single school adapted to their wants! The reason is found in the history of all the old Governments of the day. The lands of those Governments were originally parcelled out and transmitted from generation to generation, not to the many, but to the few; not to the body of the nation, but to the heroes and favourites of the Sovereign—designated Lords and Nobles. Thus the *proprietors* and *tillers* of the soil became two distinct classes—as much as the proprietors and slaves of the Southern States of the neighbouring Republic; and the Education of the latter, so far from having been provided for, was regarded as treason against the former. The Kings and few Nobles had shut out the masses of their fellow-countrymen from all proprietorship in the soil, and they resolved equally to preclude them from all the treasures of mind. The people at large were regarded as mere machines, designed for the use and benefit of others—as dogs and other animals—fit only to fight and labour for their masters. Their value consisted in their bones and muscles; and muscular training, like that of horses and oxen, constituted their Education. They were trained to follow the plough, as were the horse and the ox to draw it; but the philosophy of the process was as unknown to the one as to the other. They were drilled into the use of various implements of husbandry, and different kinds of labour, according as they were driven or commanded; and so were the cattle employed with them. But, wherefore the selection of different soils for different purposes—wherefore the different processes to which they were subjected—wherefore the rotation of crops and the various modes of cultivating them—wherefore the peculiar construction of the implements and machinery worked

by them—wherefore the times and seasons of disposing of the fruits of their own labour to advantage, and how and when to provide for it—what and wherefore the principles of trade—and how to make the requisite calculations, and keep the needful accounts to effect the advantageous disposal of agricultural productions and ascertain the results—and how the proceeds of these might be applied for the promotion of personal, domestic and social enjoyment,—all these branches of knowledge were scarcely less within the conceptions of the labouring farmer than within those of the labouring ox. The approbation of his master was the height of his ambition, as it was of the dog which accompanied him: and a coarse supply against hunger and cold was the *beau-ideal* of his domestic comfort and independence. Thus the proprietorship of the soil made a lord; while the cultivation of it constituted a slave; or, as he was legally designated for many ages, "a villein." The profession of arms—which in former times was but another name for rapine, bloodshed and murder—held the pre-eminence for ages in dignity and power; the profession of the Priesthood subsequently reduced the representative of Mars to a second rank in the State; at length, the profession of law fairly disputed pre-eminence with that of the priest and the soldier; but the profession of the farmer, though respected in Egypt, Greece and Rome from the earliest ages, was viewed as a servile employment, appropriate only to serfs and slaves, until since the periods of the American and French Revolutions, and especially in Europe since the NAPOLEON conquests and overthrow. These great and fearful catastrophes have been over-ruled by Providential wisdom and goodness for the promotion of human happiness. The old foundations of feudalism were shaken; and, in some instances, broken up; the lands of a country began to be distributed among the inhabitants of it; rulers began to learn that they must henceforth govern through the understanding and affections of their subjects, rather than by the sword and bayonet, and hence they began to cultivate those understandings and affections; the tillers of the soil began to rise into proprietors, and as they commanded attention and soliditude by their numbers, they now began to command respect by their position. In Germany and France the public systems of Education have respect to Agriculture, as well as to the Professions and Trades. Patriotism and the progress of popular principles of government are doing in England what revolutions have prompted on the Continent, and what experience is creating in the United States of America; and the proposition recently introduced into our Legislature to establish an Agricultural School and Model Farm in connexion with the improved Grammar School of each District, is an important step in the same direction.

In Canada, proprietorship in the soil is almost co-extensive with its culture; and every farmer should embody in his own person the practical knowledge possessed in Europe by the proprietors, their agents or middlemen, their overseers and labourers—for he performs the offices of all these, though on a limited scale, in his own little domain. In the temperate climate and appropriate seasons, the varied and fertile soil, the undulating or level surface, if not in its geographical position, Divine Providence has especially marked out Upper Canada for Agriculture, and has destined the mass of its inhabitants to be "tillers of the ground." We have not the cotton fields of the Southern States, or the vineyards of France, or the foreign inland trade of Germany, or the mineral treasures of England—though in some of these we are not altogether deficient, and we may yet be found to abound in others;—but we have

inexhaustible mines of virtuous wealth in our fields and forests, and the development of that wealth must constitute the leading employment and controlling interest of Upper Canada. The agriculturists are likely to continue to be, as they now are, the people of Canada. The commercial and manufacturing interests are mere offshoots of the agricultural; extend them as you please, and the wider the better, and they cannot ever employ a twentieth of the population; magnify them as you may, they will be small fractions of the mass, depending both for their character and existence upon the agricultural population. The increasing tens of thousands who are migrating to and growing up in our country will be chiefly agricultural. Its laws will be given, its commerce and manufactures will be regulated, the character of its government will be determined, and its interests will be decided by an agricultural population. Our Counties will give laws to Towns, and not Towns to Counties; and whether patriotism or faction prevail in the councils of the Government, or whether quietness or commotion reign throughout the land, will depend upon the farmers of Canada; and they will be the arbiters, whoever may be the originators, of our country's destinies.

Why then, of all classes in the country, should the farmers, as a body, be the least educated? Why should institutions be endowed for the education of lawyers, and none for the education of farmers? Are the former so much more important than the latter? Why should not the farmer speak and write his mother tongue as correctly as the lawyer? and why not understand the Government and institutions, and domestic and foreign interests of the country as well? And why not with equal ability and intelligence represent and advance its interests? An educated lawyer, rich in mental treasures, refined in taste, honest in principle, sound in judgment, eloquent in speech, with active faculties and habits, is undoubtedly an ornament, a safeguard, a blessing to any country; but he is so, not because he is a lawyer, but because he is a man of knowledge, talent and virtue—endowments which if equally possessed by the farmer or mechanic, will make him equally a guardian, an honour, and benefactor of his country. It is the *man* and not the *profession* which constitutes the character. And it is the mind—in the largest sense of the term, including the conscience and the affections, as well as the understanding—which makes the man; and it is the culture of this which makes the difference between savage and civilized nations—between the boor and the scholar, the statesman and the peasant—between BACON, when he was learning his A-B-C's, and BACON after he had made the circle of the sciences—between NEWTON when he was keeping sheep, and NEWTON when he was explaining the laws of the universe—between the least educated farmer in Canada and the Head of the Government. Mind is the gift of God, and to the farmer, not less than to the philosopher; but the development of mind in the different departments of human knowledge and human industry, is the work of man. And the power of each individual, or of each class of individuals in a community, is in proportion to their intellectual and moral development. It is this which makes the Bar the guides of public opinion and rulers of the land, though constituting less than one per cent. of the population; it is the absence of this which leaves the agriculturists almost without a representative in the administration of civil affairs, though constituting nine-tenths of the entire population. Ought this so to be? Ought not the positive as well as negative power of farmers in public affairs to be in proportion to their numbers and wealth? This doubt-

less ought to be; but it cannot be until the education of farmers generally is equal to that of other classes of the community. And this is the first ground on which I urge the importance of education to an agricultural people, that they may occupy their appropriate position of power and influence in comparison with the other classes of the population.

Another ground on which I would urge the education of farmers is, that they may enjoy the contentment and happiness of which agricultural life is susceptible. To be born, to eat, to drink, to grow up, to toil, to decay and die, is the mere life of animals; and human beings that do and know no more, rise not above the animal tribes. Such ignorance may be bliss, but it is the bliss of brutes, not of intellectual beings. And who wishes any portion of our country's population to be reduced or suffered to remain in such a state of degradation? a state dangerous alike to liberty and law, and destructive of rational happiness. To such a state there is a tendency in a rural community, the members of which are sparcely settled, isolated from each other, and wholly occupied in providing for physical wants. Their views, their feelings, their enjoyments are thus liable to become materialized; and what they shall eat and drink, and wherewithal they shall be clothed, to form the limits of their ambition and pursuits. The aspiring and active minds in such a community, who look beyond this nutshell of materialism, are apt to associate such narrowness of thought and enjoyment with agriculture itself, to view it with contempt and disgust, and, in order to attain to a position of importance and influence, betake themselves to other fields of enterprise and activity. Thus the agricultural class loses its most promising and gifted members, and sustains a corresponding loss in the scale of social progress and influence.

It is not, indeed, to be supposed, nor is it to be desired, that the sons of agriculturists should, in all cases, follow the business of their fathers, as was required by law in regard to all the professions and trades in ancient Egypt, and as is still the case among some nations of Asia. This principle of *caste*, is not compatible with civil freedom, nor with the free scope of individual enterprise, or with the essential conditions of public prosperity. 'In a free state of society where agriculture has unrestricted and profitable intercourse with all other interests, it is to expected that peculiar talents, inclinations, and circumstances will prompt many changes from agricultural to commercial, manufacturing and professional life. And it is well that all other pursuits should thus be connected with the farm-house. But such changes should not be dictated by any supposed meanness in the farm-house, as a mere menagerie—or in the farm, as a place of cattle—labour,—but from the same considerations which govern the scions of noble families to pursue arms, or law, or commerce, or agriculture. And this will be the case, provided the farm-house be equally with the house of the merchant, or manufacturer, or lawyer, the abode of intelligence and rational enjoyment, and, therefore, of respectability and honour. And when the farm-house is thus the abode of moral and intellectual wealth, as well as of material plenty, few will be disposed to exchange its virtuous quiet for the chances and turmoil of other pursuits. Let the farmer's fireside be the place of reading, reflection and conversation, such as appertain to intelligent and improving minds, and where is there a scene more attractive? Where can the bricks and mortar of a city present abodes of safety and enjoyment comparable with the rural residences of a peaceful, a virtuous and intelligent population? The absence of variety of subjects to

stimulate curiosity, leaves the mind free to read the works of the wise and good of all nations and of all times, given, as they are, to the farmer in his own native tongue—his accustomed solitude and quiet give scope to his own reflections upon this growing knowledge. While his opportunities of conversation in his family and neighbourhood are just frequent enough to make it ever agreeable. Not to dwell upon the pleasures of reading and thought—how are those pleasures diffused and multiplied by conversation in the family and neighbourhood! The family needs not ingress or egress for it amusement or delight, for it lives, farm-like, within itself, and so much the better, as the youthful race grow up into the enjoyments of their parents. And the neighbourhood is not dull for good society, as some superficial citizens may think; but glows daily with the pleasures of sensible and refined conversation—such as is not often the saloons of wealth and fashion, but is already in some instances found, and ought every where to abound, in the calm country retreat, in the farm-house and fields, and groves and walks of our rural District.' I think there is no secular employment to which one becomes so such attached, and which affords such increased pleasure in its pursuit, as agriculture, carried on scientifically and to the best advantage. Other employments are chosen and followed with view to their profits, and are usually abandoned as soon as a fortune is amassed; but every step in the progress and improvement of agriculture adds a fresh charm to its pursuit, while its results present fresh beauties to the eye, and create new sources of physical and intellectual enjoyment. The hand of industry will add ever growing beauties and attractions to the cottager's acre and the landlord's domain. In the chemistry of his soils and manures, in the botany and vegetable physiology of his garden, fields and forests; in the animal physiology of his stock and poultry, in the hydraulics of his streams and rivulets, and the geology and mineralogy of their banks, in the mechanics of his tools, and the natural philosophy of the seasons, and the application of this varied knowledge to the culture of his lands, the care of his flocks, and the improvement of his estate, he finds exhaustless subjects of inquiry, conversation and interest, and all connected with his own possession, associated with his own home, and involved in his own prosperity. Thus by observations, experiments and labours, each field and forest, each orchard and grove, each garden and walk, each hill and vale, each rock and rill will become endeared by a thousand pleasing recollections and delightful associations, from youth to old age, and thus will the Canadian farmer's place of abode be his earthly paradise; and no Highlander will sing with more enthusiasm of his native hills and glens than will the educated farmer of Canada contemplate his native or adopted home. It is well known that General Washington, after he had succeeded in founding the American Republic, devoted himself to the cultivation of his farm at Mount Vernon. He had attained high military distinction in being the first, as well as last, successful opposer of British power and prowess, and in establishing a new system of Government; but in his last and ripest years, this remarkable man stated the results of his own experience in the following words:—"The more I am acquainted with agricultural affairs, the more I am pleased with them: insomuch that I can nowhere find so great satisfaction as in those innocent and useful pursuits. In indulging these feelings I am led to reflect how much more delightful to the undebauched mind, is the task of making improvement on the earth, than all the vain glory which can be acquired from ravaging it by the most uninterrupted

career of conquest. And I know of no pursuit in which more real and important services can be rendered to any country than by improving its agriculture."

But there is another ground on which the importance of education is commended to the most earnest attention of farmers : It is the advantage which it gives them in pursuing their business in the most economical and profitable manner ; it contributes to their gain, as well as to their happiness. It is power created and labour saved. In manufactures and commerce, the application of science is felt to be essential to success in this age of improvement and keen competition. Old modes of manufacture would be ruinous, as would old modes of travelling and trans-shipment. The cotton gin, by employing a new mode of separating the seed from the material which adheres to it, has added one-third to the value of all the cotton-growing lands of America and other countries ; the spinning-jenny and power-loom have reduced the expense on all wearing apparel two-thirds, so that the people of this age can clothe themselves for one-third the expense incurred by their forefathers ; the invention and improved application of machinery have reduced the average prices of Sheffield hardware and cutlery more than sixty per cent. since 1818 : steam has superseded animal power, and even the winds of heaven, and brought distant continents into convenient neighbourhood with each other ; men travel by steam, print newspapers and books by steam, and talk by lightning. And the employment of these and innumerable other inventions and improvements is absolutely essential to the least success in both commerce and manufactures. And are the agriculturists of Canada alone to remain where they were half a century ago ? Have chemistry and mechanics done so much for manufactures and commerce, and have they done nothing for agriculture ? And are several other branches of natural science to bring so much gain to the trader, and contribute nothing to the profits of the farmer ? It remains for farmers to say whether it shall be so or not. An agricultural education will be as advantageous to the farmer as a professional one to the lawyer, or a commercial and mechanical one to the trader or engineer. Take two or three examples, out of a multitude which might be adduced, did time permit.

First, in reference to the *soil*, on the productiveness of which depends the farmer's interests and hopes, and as to the application of *chemistry* to its cultivation and improvement. Let Sir Humphrey Davy speak on this point :—

"It is scarcely possible to enter upon any investigation in agriculture without finding it connected, more or less, with doctrines or elucidations derived from chemistry.

"If land be unproductive, and a system of ameliorating it is to be attempted, the sure method of obtaining the object is by determining the cause of its sterility, which must necessarily depend upon some defect in the constitution of the soil, which may be easily discovered by chemical analysis. Some lands of good apparent texture are yet sterile in a high degree ; and common observation and common practice afford no means of ascertaining the cause, or of removing the effect. The application of chemical tests in such cases is obvious ; for the soil must contain some noxious principle which may be easily discovered, and probably easily destroyed.

"Are any of the salts of iron present ? They may be decomposed by lime. Is there an excess of silicious sand ? The system of improvement must

depend on the application of clay and calcareous matter. Is there a defect of calcareous matter? The remedy is obvious. [The application of vegetable matter.] Is an excess of vegetable matter indicated? It may be removed by liming and burning. Is there a deficiency of vegetable matter? It is to be supplied by manure.

"A question concerning the different kinds of limestone to be employed in cultivation often occurs. To determine this fully in the common way of experience, would demand a considerable time, perhaps some years, and trials which might be injurious to crops; but by the simple chemical tests the nature of a limestone is discovered in a few minutes; and the fitness of its application, whether as a manure for different soils or as a cement, determined."*

Respecting the errors arising from an ignorance of the mode in which lime operates in fertilizing land, and from not knowing why its application would be as injurious in one case as it would be beneficial in another, Mr. FALKNER, an eminent English agriculturalist, remarks, that "the application of this manure is most suitable when soils contain a great quantity of rough vegetable matter, which quick lime breaks down or decomposes, and thus renders a portion of it soluble in water. Though this operation is understood by some, they are not aware, that, in this case, a portion is taken up by the lime, from which it cannot afterwards escape, and is therefore lost to the uses of vegetation as soluble matter or manure. This is, however, an unavoidable condition of the benefit afforded by lime under such circumstances. But the ignorance of this operation leads often to a great misapplication. The author has often seen farmers mix quick lime with dung or half decomposed manure, and even put it upon land recently folded with sheep, which is obviously improper, as the lime in this case unites with a portion of the soluble manure and destroys it."†

The distinguished author of the work on British Husbandry has observed in regard to the application of manures from the farm-yard to different kinds of soil, "that warm and cold soils require manures of a contrary nature. An advanced stage of their fermentation is in some cases less favourable to vegetation than in others; and in the instance of potatoes, it is well known that horse stable dung is employed with more effect alone, than when mixed. It may, therefore, be advisable that horse litter, in particular, should be separately kept in the yards, not merely for the purpose just mentioned, but that, as being of a hotter nature than any common dung, it may be mixed with that of other cattle in such proportions as may be thought best adapted to the purposes for which the compost is required."

On this subject, Sir HUMPHREY DAVY has remarked,—"There has been no question on which more difference of opinion has existed, than the state in which manure ought to be ploughed into the land; whether recent or when it has gone through the process of fermentation; but whoever will refer to the simplest principles of chemistry cannot entertain a doubt on the subject. As soon as dung begins to decompose, it throws off its volatile parts, which are the most valuable and the most efficient. Dung which has fermented, so as to become a mere soft cohesive mass, has generally lost from one-third to one-half of its most useful constituent elements; and that it may exert its full

* Davy's Agricultural Chemistry. † British Husbandry.

action upon the plant, and lose none of its nutritive powers, it should evidently be applied much sooner, and long before decomposition has arrived at its ultimate results."*

These remarks and authorities, which I have introduced in reference to soils and one or two kinds of manures—illustrative of the necessity and great advantage of some knowledge of chemistry in the most profitable culture and judicious application of each—might be indefinitely extended to the various modes of culture, and various kinds and applications of manures, to the elements and offices of both air and water, of light and heat, and the importance of a knowledge of them to the farmer; but these must suffice on this point.

If we turn from the soil to the seed, the plants, the trees, and the fruits, and from thence to the flocks and herds, which altogether constitute the farmer's productive wealth and his constant care, we can scarcely conceive of any knowledge more useful, as well as interesting to him, than that of the vegetable physiology of the former and the animal physiology of the latter, together with the best modes of cultivating the one and rearing the other. How great is both the advantage and enjoyment of the instructed over the uninstructed man in these departments of agriculture? It is as great as the advantage of the educated anatomist and physician over the uneducated quack—as great as that of the mariner skilled in the science of navigation over the sailor who knows *nothing* beyond the ropes and helm of the ship—as great as that of the scientific mechanic over the journeyman who knows nothing of the principles of mechanics, and whose knowledge extends not beyond making smooth boards, joints and mortices, as directed by another. Farmers can never cultivate their gardens, plant and improve their orchards, till their fields, adorn their premises, and rear their flocks to advantage, without knowing the why and wherefore of each step of their procedure, any more than can the mathematician, in demonstrating a theorem, or the statesman in governing a kingdom. The pecuniary loss sustained by an ignorant farmer is not easily estimated, and is only equalled by his loss of pleasure and satisfaction, arising from an acquaintance with the constitution and laws of those parts of the Creator's works with which he has to do; and the elementary knowledge preparatory to which should form a part of our system of agricultural education.

But the farmer has also to do with implements and machinery of different kinds, and with various application of animal and mechanical power in the prosecution of his work. The Honorable J. Buel, late President of the Agricultural Society of the State of New-York, in an excellent work, called the *Farmers' Instructor*, remarks, on this point, that "many of our farm implements have undergone improvement; yet there are others which have been either partially introduced, or are hardly known, that are calculated to abridge labour and to increase the profits of a farm. There exists a great disparity in the quality of implements. In ploughs, for instance, there is a difference which eludes superficial observation, particularly in regard to the force required to propel them, that is worth regarding. I have seen this difference in what have been termed good ploughs, amounting to nearly fifty per cent., or one-half. The perfection of our implements is intimately connected with a correct application of mechanical science, a branch of knowledge hitherto too

* Davy's Agricultural Chemistry.

little cultivated among us."* It is also to be observed, that equal loss is frequently sustained by an erroneous application of power to machinery. In order that power of any sort may be turned to the best account we must be acquainted with the principles upon which its application depends. I have seen not far from one-half of the strength of a team wasted by the mode of harnessing and attaching to carriages, carts, timber and agricultural implements. A little knowledge of the elements of mechanics—such as should be taught in every good Common School—will save the farmer from much loss, and secure to him much gain, both in the construction of agricultural implements and the application of power in the use of them.

Nor will it be less advantageous and interesting to the farmer to possess (as he might do in a short time) such a knowledge of mensuration as to be able to measure his fields; and so much skill in Linear drawing as to be able to present to the eye his erections, his impliments, the interesting animals and objects on his farm, or which might fall under his observation; and such a knowledge of accounts as will enable him to transact his business in trade with ease and correctness, and ascertain, in order and separately, the expenditure and profits connected with the cultivation of each field, each kind of vegetables, and grain and stock, and by thus balancing the profit and loss of each, to ascertain not only the gross results, but the results in detail, and to modify his plans and labours accordingly. Such a mode of procedure is not only interesting as a recreation and matter of curiosity, and as furnishing many pleasing topics of conversation, but is useful as a habit, and highly important as a remedy against losses and a means of economical and profitable labour. It is thus that the skilful dealer, by keeping an accurate account of the profit and loss of each leading article of his trade, knows how to vary his selections from time to time, so as to secure the earliest and largest returns for the least expenditure of time and money. Nor should the farmer be less prudent and skilful than the trader.

Now, the elementary knowledge involved in such an education extends not beyond our mother tongue and may be taught in our Common Schools, within the period during which farmers' sons are usually sent to them, and can easily be accomplished by the use of improved School Books, improved methods of teaching and a corresponding improvement in school teachers; which it is the great object of our Provincial Normal School to effect. And then the development and practical application of that knowledge will be indefinitely promoted by suitable circulating libraries in connexion with Common Schools. I trust in less than a twelve-month the Board of Education will feel itself warranted in selecting books for such libraries and ascertaining and providing the cheapest methods of procuring and rendering them accessible to all parts of the country; so that every farmer and his family can have access to a hundred volumes of appropriate and entertaining books per annum for less than as many pence. But the preparatory instruction of the school is requisite to invest the perusal and study of even agricultural books with the interest and benefit they are calculated to impart.

I, then, earnestly and affectionately put it to the farmer, whether the attainment of the practical, and appropriate, and, I may add, accessible, education

* Vol. ii. p. 10.

above indicated, is not essential to the maintenance of their position in society, to the enjoyment of the domestic satisfaction and social happiness for which their situation and pursuits are so favourable, and for the success of their labours and the advancement of their best interests? Permit me to say that I speak as a native of Canada—as the son of a Canadian farmer, and as having devoted some of my early years to agricultural pursuits—and as most fervently desirous of conferring upon the rising and coming generations of Canada advantages which the country at large could not afford to agricultural youth in my own school-boy days. It becomes us, the grown up generation of Canadian farmers and inhabitants to avail ourselves of all the facilities of instruction, improvement and rational enjoyment within our reach; and it becomes us especially to leave to those who are growing up around us, and those who shall succeed us, the legacy—the priceless legacy—of institutions and means of education suitable to the wants, competition and progress of their age and country.

I cannot conclude this part of the subject without making two additional remarks. The first is, that what I have said respecting the education of farmers and farmers' sons, is equally applicable and equally important in reference to the education of farmers' wives and farmers' daughters—those lights and charms of the domestic circle—without whose co-operation and intelligence, industry and virtue, the farmer's labours would be in vain; his home would be homeless and his life a scene of hopeless perplexity and toil. The variation between the education of farmers' sons and daughters are confined to a few particulars—the leading features and the solid branches are the same; and the botany of the garden and fields, and the chemistry of the kitchen and dairy, the natural history of the pastured inhabitants of the farm, together with the whole circle of domestic accounts, appertain peculiarly to the matron and daughters of the farm-house, besides the other ordinary and general knowledge which adorns and elevates the sex; in which I may mention what I hope to see taught to the sons and daughters of our entire population—vocal music—an art and accomplishment which often converts the domestic fireside into a paradise, refines and promotes social feelings and enjoyments, and blesses the Churches of the land. But let it not be imagined that I would wish to see farmers' wives and daughters lay aside country plainness and simplicity of manners and attempt the silly foppery of city fashions and vanities. I have found in more than one instance that a city or village belle is as superficial and ignorant as she is fine and vain, while a well educated farmer's daughter is as intelligent and well informed as she is plain and modest. On this point I can both adopt and endorse the following words of an intelligent American: "How important, especially—not a literary, not a learned, not a lady-like (those are not the words,)—but a considerate, a reflecting, a studious, a cultivated, a refined and sensible mother: a mother capable of winning and keeping the confidence of her children; of securing honour from both sons and daughters as they rise to manhood and womanhood. Such a mother have I seen not unfrequently in the farm-house, herself bred in the farm-house: the help-meet of a father not a stranger to out door toils and cares, yet the fit companion of a cultivated woman—her fit associate in training intellect and taste and religion in children, thriving like olive-plants round about their table. Delightful instances occur to my mind where the working father and mother have been surrounded with sons and daughters, versed not only in all common education, but in the histo-

ries and classics of their native tongue; where not distant from the plough and the spinning wheel, the most liberal studies have been pursued, and the most refined conversation enjoyed; scenes which intercourse with other countries and many cities, and with the refined and intelligent of the highest classes, has not cast into the shade."*

My second and last remark is, that the Education to which I have had reference in the foregoing observations, and which I believe to be essential to the well being of an agricultural population, is *Christian*—using the term in the sense of the Scriptures, from which it is derived, as embracing what Christians of every form of worship hold in common, without reference to the peculiarities of any. I do not regard any instruction, discipline or attainments as Education which does not include Christianity. High intellectual and physical accomplishments may be associated with deep and moral degredation and public debasement. This was the case with Athens in the times of PERICLES and DEMOSTHENES; it was so with Rome in the Augustan age; it was so with France during the Directory and Republic. It is the cultivation and exercise of man's moral powers and feelings which forms the basis of social order and the vital fluid of social happiness; and the cultivation of these is the province of Christianity. The extent and application of this principle in our Schools I have explained at large in my *Report on a System of Public Elementary Instruction for Upper Canada*; and I will conclude what I have now to say in the expressive words of the President of Amherst College, in the United States: "A more Utopian dream never visited the brain of a sensible man, than that which promises to usher in a new golden age by the diffusion and thoroughness of what is commonly understood by Popular Education. With all its funds, and improved School-houses, and able Teachers, and grammars, and maps, and blackboards, such an education is essentially defective. Without moral principle at bottom, to guide and control its energies, education is a sharp sword in the hands of a practised and reckless fencer. I have no hesitation in saying that, if we could have but one, moral and religious culture is even more important than a knowledge of letters; and that of the former cannot be excluded from any system of popular education without infinite hazard. Happily the two, so far from being hostile powers in a common domain, that they are natural allies, moving on harmoniously in the same right line, and mutually strengthening each other. The more virtue you can infuse into the hearts of your pupils, the better they will improve their time, and the more rapid will be their proficiency in their common studies. The most successful Teachers have found the half hour devoted to moral and religious instruction, more profitable to the scholar than any other half hour in the day; and there are no Teachers who govern their Schools with so much ease as this class. Though punishment is sometimes necessary, where moral influence has done its utmost, the conscience is, in all ordinary cases, an infinitely better disciplinarian than the rod. When you can get a School to obey and study because it is right, and from a conviction of accountability to God, you have gained a victory which is worth more than all the penal statutes in the world; but you can never gain such a victory without laying great stress upon religious principle in your daily instructions."†

* American Institute of Instruction, vol. v. p. 53.

† Lecture before the American Institute for Instruction, at Boston, 1843.

From the Teacher Taught.

ORTHOGRAPHY.—CAUSES OF BAD SPELLING, AND THE REMEDY.—MODES OF SPELLING.

"ORTHOGRAPHY teaches the nature and powers of letters, and the just method of spelling words;" or, it "treats of letters, syllables, words, and spelling."

Correct spelling is only one part of orthography; it seems to me particularly important to direct the attention of children to the whole subject, before they can be perfect in this.

The time has been, when very particular attention was paid to the sounds of the vowels, diphthongs, triphthongs, and consonants. I have heard scholars twelve years old analyze words of two or more syllables, selected promiscuously from a reading lesson, giving to each letter its sound according to the common pronunciation, and correctly fixing the accent.

Children cannot be taught to spell accurately, unless the teacher understand the principal causes of bad spelling.

I consider *inattention to the letters that compose the word, and ignorance of the sounds of those letters, the two leading causes of erroneous spelling.* I mention these two together, because they are intimately connected, and remedy for each is the same. A friend of mine received a letter commencing thus, "My dear Cur." It is plain that this error of spelling arose from ignorance of "the nature and powers of letters." It is one of the first principles of orthography, that c before a, o, and u, sounds like k. If the writer had been taught this truth in the Common School, he would have known that C u r and S i r sound very differently. In a letter now lying upon my table, written by a young lady of more than ordinary opportunities for education, I find the following words, "conterary," "vise," "saifty," and "maney." I am very confident that this young lady never attended much to the sound of letters, or to the composition or analysis of words; if she had, she would have discovered that her spelling was erroneous.

More attention should be given to the simple and combined sounds of letters. In very many schools, and I fear in most of them, this subject is entirely neglected. I have made inquiries of many young people in regard to this matter, and have not been so fortunate as to find *one* who ever received any such instruction.

Some may be ready to say that this subject is too refined and intricate to be taught in Common Schools with any success. It is of no use to dispute with an objector. The question can be brought to the test of experiment. I was taught the sound of letters in the Common School, and understood them. I have taught the same to many children, and I believe they understood the subject, and were deeply interested in the study.

Another cause of wrong spelling is, ignorance of the meaning of words. A member of an academy recently used in his composition the word *fourfathers;* his teacher told him he probably meant his father, grandfather, great-grandfather, and great-great-grandfather. Another student, having occasion to speak of *wry faces* wrote it *ryefaces.* Errors in spelling arising from this

cause can be remedied by teaching children more perfectly the definitions of words, of which I shall speak in another chapter.

A third class of errors in spelling seems to proceed from the want of a well-educated eye. There are individuals who spell well orally, but if they are required to write these words they are very sure to spell them wrong. They will use wrong letters, omit or misplace some of them, so that the reader is often puzzled to decipher the meaning. Such persons seem unable to perform the mental act of spelling and the muscular operation of writing at the same time. The mind is so much occupied with the latter exercise, that it neglects the former. Bad spelling arising from this cause, is prevalent among those who seldom write. This evil may be remedied *by requiring the pupils to write the words pronounced by the teacher upon a slate instead of spelling them orally. Let each member of the class write the same word* ; after as many words have been written as were intended to be spelled at that time, let the teacher take the slate of the one at the head of the class, and he that of the one next below him, and so on, and then let each scholar correct any error he may find on the slate he holds in his hand. In this way the eye may be educated to detect an error as readily as the ear.

A fourth class of errors in spelling proceeds from the want of a well educated ear. A young lady says, "I should *of* written." She uses *of* instead of *have,* partly because her ear does not distinguish sounds accurately. This source of error will be avoided by requiring children to write the words they hear pronounced, and by instructing them better in the sounds of letters.

The last class of errors in spelling that I shall mention *proceeds from ignorance of a few simple rules.* Many write comeing loveing, &c. They would not thus err if they had been taught that "the final *e* of a primitive word is generally ommitted before an aditional termination beginning with a vowel."

Some write *lodgment,* and thereby violate the rule which requires that "the final *e* of a primitive word should be retained if the a litional termination begins with a consonant."

Some scholars spell s k i ll f u l, and thereby violate the rule which requires that primitive words ending in *ll* should drop one *l* before the suffix *less, ful,* &c. This class of errors connot be remedied unless the pupil be taught the rules of spelling. It is strange that the authors of spelling-books so universally omit all these rules.

The common mode of spelling is to put out words to a class, and, when one fails, to let the next try, and the next, and so on, until some one spells the word correctly, who takes the place of the one who commenced it, as a reward for his superior skill. The object of this is to stimulate to greater exertion, and this effect it produces to a certain extent ; it often happens, however, that two or three scholars in a class are superior to the others, and will keep at the head constantly. Hence an opportunity seldom occurs for the poorer scholar to rise ; consequently, despairing of sccess, he ceases to exert himself. Thus the whole benefit of the system falls upon a few, and, unless it can be made to affect every individual in the class, the system ought to be abolished. It furthermore seems evident, that it is a bad principal to stimulate a scholar to prepare a spelling exercise for the purpose of excelling his classmates. It is a good thing to excel, but to attempt to simulate a child to exertion by such

a motive is extremely dangerous. I believe that a child may be interested so much in a spelling exercise, that he will exert himself to do well. But if this cannot be done, I have found, by long experience, that to make a scholar ashamed of himself for not doing what he can, is attended with better effect than to make him proud of himself for doing well.

The common mode of spelling is therefore characterized by two prominent faults; it discourages the poorer scholars in the class, and brings into exercise a spirit of emulation and strife which, however harmless it may be in childhood, has no doubt an unhappy influence upon the future character. It is the spirit which among political men is called party spirit, and among religious men sectarian zeal.

It is not well to pursue constantly one, two, or three modes of spelling. Children are pleased with variety, and what interests them one week may not the next.

The following mode, from the Annals of Education, must necessarily command very close attention.

"Suppose the class consists of six scholars. I assign them a definite number of words, either in a dictionary or defining spelling-book. These they study, not only as to their orthography, but to their signification. The class being arranged, either in a semicircle, or upon three sides of a hollow square, I put the first word. Suppose it *Capital*, and let the class be designated as A, B, C, D, E, F. The class proceeds;—A says *c*,—B, *a*,—C, *p*,—D pronounces *cap*—E, *i*,—F pronounces *capi*—A, *t*,—B, *a*,—C, *l*,—D pronounces *tal*—E pronounces *Capital*.—F defines; '*The chief city or town, in a state or kingdom.*' A repeats a sentence embracing it; *Boston is the* CAPITAL *of Massachusetts.*'

"The first word being thus disposed of, I put the second, which is commenced by B, and disposed of in the same way; and thus through the lesson. If E gives the wrong letter, or F does not pronounce correctly, the class raise their hands,—the next makes the correction, and proceeds. If F has not a definition, or A a sentence, the next takes it, and the business goes on without interruption. A class, when accustomed to spell in this manner, will proceed with astonishing rapidity.

Children are sometimes very much interested with the following method. The teacher puts out a sentance, thus:

"The world lay hushed in slumber deep."

The first spells *the*, the second *world*, the third *lay*, and so on, until each word is spelled, then the next pupil in order repeats the sentence. This secures the constant and fixed attention of each scholar.

Another mode of spelling is to allow the whole class to spell together; they are required to sound each letter and pronounce each syllable as one; the principal advantage of this method is to habitute scholars to a distinctness of articulation, and to arouse them from a lifeless and dull manner of speaking. It would not be beneficial to spell in this manner constantly, only when circumstances seems to require.

The practice of choosing sides, which was common in former times, had a very good effect in exciting ambition, and in securing a careful study of the spelling-lessons, but there is reason to believe that its moral tendency was not very good; it is probable that it fell into disuse on this account.

TASTE FOR READING.

Sir John Herschell has some admirable remarks on this subject—"Give a man his taste," says he, "and you place him in contact with the best society in every period of history—with the wisest, the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature." What is still farther in favor of this habit, it may be cultivated as amusement, not as an occupation, and therefore may be possesed by any one; for it need not interfere with any business of life. The testimony of literary men indeed goes to show that literature itself should never be the sole employment even of an author, that should be pursued only in the intervals of business as a relaxation. Mr. Coleridge speaks feelingly on this point, and recommends to every literary man to have some occupation more or less mechanical, which, requiring no labor of the mind, hours of leisure, when he can turn to his books, to be looked for with pleasing anticipations.

It will be found that the authors who have written most and who have written best, were chiefly men of active lives whose literary labors were their amusement. Cicero, one of the most voluminous of ancient writers, was a lawyer and a statesman, whose whole life was passed in a contention of the forum or in the service of the republic, insomuch that no great political event of the period is without some mark of his active participation therein. Milton was a school-master and a warm controversialist. He was better known to his contemporaries as the antagonist of Salmassius than as the author of Paradise Lost. What was Shakspeare's life but a continued scene of active labors, and those too of a very vexatious kind—for he was the manager of a theatre. The voluminous works of Sir Walter Scott were written, no one could tell how or when, so numerous were his other occupations.

The knowledge derived from books, and that which is gained by a practical acquaintance with the world, are not of such diverse natures that both cannot be pursued together. On the other hand, they act mutually as correctives; the one tends to liberate from narrow views, the other to give reality and truth to intellectual conceptions. There is moreover a certain freshness and elasticity of mind required by mingling with the busines of life which enables one to use efficiently the knowledge derived from reading. He learns to understand the character of men in various points of development, to comprehend the spirit of the age, its wants, its tendencies, and to know how to accommodate himself accordingly.

But with authorship most of us have not much to do. Our purpose was to show by the instances just cited that if men busied in the daily concerns of life could find time to write books, and voluminous ones how easily may all, if they are so disposed, cultivate a taste for reading. There are few occupations which do not allow intervals or fragments of time which may be thus employed, without detracting any thing that is properly due to social intercourse. To young persons especially does this refined and useful accomplishment commend itself. The taste once formed will grow of itself: the mind will require no

urging to yield to it, but will look for each coming hour of leisure, and enjoy it when it comes. Grosser delights will gradually loosen their holds upon the affections as this gains strength. "For there is," says the same writer whom we quoted at the beginning, "a gentle, but perfectly irresistible coercion in a habit of reading, well directed, over the whole tenor of a man's character and conduct; which is not less effectual because it works insensibly, and because it is really the last thing he dreams of."

COLLOQUIAL TEACHING.

Every attentive observer will admit that more is accomplished in the way of learning in any given time, by a free conversation with a person who understands his subject, than can be learned in the same time in any other way. We are, therefore, in favour of teachers being on terms of intimacy with those whom they teach. The magisterial reserve and austerity, which many teachers think it necessary to put on for the purpose of supporting their dignity in the government of a large school, are very unfavourable to the progress of learning in the dependant and inquiring scholar. The *lips* of the wise teacher impart familiarly, wisdom and knowledge. Books, apparatus, maps, charts, and other illustrations in use, are always more or less necessary, but the free lecture and the colloquial explanation make the matter plain and doubly interesting. Some of the most successful and best teachers in every age, like Pestalozzi, have taught much by free conversation. How important, then, that every teacher should know how to talk, so as to be a good talker. There is really more of almost every person's time given to talk, than to any other one thing. Both the manner and the matter of conversation ought, therefore, to be formed and regulated from reference to the best models. A good style of conversation is useful for business, for amusement, for instruction, for merriment, for condolence, for charity, for friendship, and for all the multifarious uses of civil and social intercourse among men,—therefore, let every teacher and every scholar aim to become a good talker.

But what is it to be a good talker, and how is such accomplishment to be obtained? In order to be a good talker, your words must be well chosen and gracefully uttered. You must avoid unnatural tones and awkwardness of manner. Persons who are suffered to acquire a confirmed habit of using certain expressions, because they are thought to be elegant or quaint, or witty, will not become a good talker. One who depends upon proverbs, adages and quotations, as illustrations, will not become a good talker. One who aims at great precision, as well as one who is careless in manner, will not become a good talker. Unseemly, low or vulgar words, are worse often than they seem. They have influence in vitiating the taste and corrupting the heart. On the contrary, right words fitly spoken are like apples of gold in pictures of silver.

The words which are spoken give character to the speaker,—they have gone out and are irretrievable. While unuttered thoughts are superseded or forgotten, these affect only the thinker; while the uttered words may have made a lodgment in impressible minds that shall be enduring. How necessary, then, that we talk aright, that both the language and the sentiment we utter should be such as is approved by the scholar, the lady or gentleman, and the christian. Let wit, sentiment and knowledge, combine and be set off with grace and

purity, and your conversation will teach and enlighten all that hear. Let every instructor aim, therefore, to make his conversation instructive; and this cannot be done without learning to talk well.—*Western (Cincinnati) School Journal.*

TALENT ALWAYS WORTH A PRICE.

No men are more justly entitled to their prices, than truly qualified and competent teachers. And this, not barely because of the value they give in return, but because of the great outlay of time and money necessary to prepare for their profession. Some teachers have spent a dozen years in their preparation, and have laid out many thousand dollars, a capital of time and money sufficient to have made them rich in merchandize, or at any mechanical art. Few persons can estimate the value of things, where results are produced with ease, and in a moment. They must see the labour performed. Most can readily believe that a railroad, a canal, or a ship, is worth all the money asked for it, but they cannot understand why a painting or a statute, should be held at many thousand dollars. Nor can they in any way but be amazed that Paganini should expect twenty guineas for a single tune on the violin. A plain, but frank-hearted and sensible farmer, once called at the office of a celebrated lawyer in the south, and asked him a very important question, that could be answered in an instant, categorically—yes or no. "No," was promptly returned. The farmer was well satisfied. The decision was worth to him many thousand dollars. And now the client about to retire, asked the lawyer the charge for the information. "Ten dollars," replied he. "Ten dollars!" ejaculated the astonished farmer, "ten dollars for saying no!" "Do you see these rows of books, my friend?" rejoined the lawyer, "I have spent many years in reading them, and studying their contents to answer "no." "Right! Right!" responded the honest farmer, "right! I cheerfully pay the ten dollars."—*Conn. School Manual.*

COMPARISON OF THE ANCIENTS AND THE MODERNS.

A beautiful Extract from a Discourse before the Literary Societies of Marshall College, by Joseph R. Chandler, Esq.

The ancients lived for time; and they built for time. The immortality which they courted was the perpetuation of a fame co-existent with human life, protracted certainly with the succession of generations, but dependent upon human existence. They carved their name on the perishable things of this life; but as they saw decay written upon all around them, they selected and combined those which seemed least destructible in their composition, or to possess the greatest claim to preservation; and connecting their fame with the beauty or strength of these, they fondly imagined they had taken hold on eternity.

Where are the temples that were to perpetuate the name and glory of some ancient conqueror? The moisture of the clouds have moulded them into the elements. The winds of heaven have swept them away like a vapor, or the sands of the desert have charitably preserved the wrecks of these splendid memorials.

Where are the imitations of the human form so exquisitely shaped, that

superstition, reversing the record of revelation, found its gods made in the image of man? Where are now the immortals of Phidias and Praxitiles? The christianized Athenian builds his household fire upon the altar stone of Minerva, and

> Chok'd with its gods, the vex'd Piræus roars!
> This is the eternity, this is the immortality of ancient Greece.

The character of the moderns is moulded to eternity. The great impress of a future life is on the heart; and all their designs, all their longings are for an immortality, whose era they may place beyond the date of time. Wisely instructed in what eternity consists, they dedicate nothing to its glory which is not in its nature wholly indestructible.

We build for eternity. The thousand simple edifices which supply a place of worship in our cities, are sublime from the unity of sentiment which they denote, and the common feeling of devotion which they inspire and perpetuate; but it is neither the solidity of the fabric or the beauty of the structure that excites the emotion. It is the service to which it is dedicated; the great pervading sentiment of fear of God in which they are created, and love to man which their use promotes, that consecrates them to the heart, and distinguishes them as the age of inspiration.—*Virginia Radix.*

MISCELLANEOUS.

Epodes and Changes on the Surface of the Earth.—The history of our Globe exhibits to us three grand periods: the *first* or preparatory period, when it was enriched only with vegetable life: the *second*, when it was under the power of the brute creation; and the *third*, when it was under the dominion of man. This last period is again divisible into two—the antediluvian period, and that in which we ourselves live. During this extensive portion of time, numbering 4300 years, no event has occurred of the same transcendant magnitude as the deluge; but great changes, both of a local and general nature, have taken place on our globe. Floods of vast extent have swept over its surface; successions of mighty forests have flourished and decayed on the same spot. The seas have, in one region, quitted their ancient beds, and in another invaded and destroyed the habitations of man. Earthquakes have shaken the mountain crests, and dislocated the solid pavement of the Globe. Extensive lakes have poured out their contents, and recorded upon their ancient shores the erosions of the winds and waves. Huge masses of rock have been transported from their mountain crags to vast distances in the plains below; and that element with whose desolating power we are all familiar, seems to have at one time exercised a more tremendous energy, when in the form of glaciers, it descended our valleys with slackened pace but accummulated power—grinding the granite flanks which held it—crushing the forest trunks which stopped it—poising on its crystalline pinnacles huge blocks of stone, and carrying them along its glassy viaduct over valleys now smiling with lakes, and plains now luxuriant with vegetation.—*Edinburgh Review.*

Effects of Changes in the Sea.—The mean depth of the sea is, according to La Place, from four to five miles. If the existing waters were increased only by one-fourth it would drown the earth, with the exception of some high mountains. If the volume of the ocean were augmented only by one eight, considerable portions of the present continents would be submerged, and the seasons would be changed all over the globe. Evaporation would be so much extended, that rains would fall continually, destroy the harvest, and fruits, and flowers

and subvert the whole economy of nature. There is, perhaps, nothing more beautiful in our whole system than the process by which the fields are irrigated from the skies, the rivers are fed from the mountains, and the ocean restrained within bounds which it never can exceed so long as that process continues on the present scale. The vapour raised by the sun from the sea, floats wherever it is lighter than the atmosphere; condensed, it falls upon the earth in water; or attracted to the mountains, it gathers on their summits, dissolves, and replenish the conduits with which, externally or internally, they are all furnished. By these conduits, the fluid is conveyed to the rivers which flow on the surface of the earth, and to the springs which lie deep in its bosom, destined to supply man with a purer element. If we suppose the sea, then, to be considerably diminished, the Amazon and the Mississippi, those inland seas of the western world, would become inconsiderable brooks; the brooks would wholly disappear; the atmosphere would be depived of its due proportion of humidity all nature would assume the garb of desolation; the bird would droop on the wing, the lower anmials would perish on the barren soil, and man himself would wither away like the sickly grass at his feet.—*Quarterly Review.*

Suspicion.—One thing you will learn fast enough in the world, for it is potent in such teaching—that is, to be suspicious. Oh, cast from you for ever the hateful lesson. Men do not think how much of their innocency they are laying down, when they assume a clothing whose texture is guile. Beware of this mock protection, for you can hardly use it without practising deceit. I do not ask you to trust always; but I would have you think well of men until you find them otherwise. When you are once deceived, either by an acted or a spoken falsehood, trust that person no more. I had it once laid down to me as an axiom by a very dear friend (and I am so satisfied of the precept's truth as to make it a rule of my life), that persons rarely suspect others except of things which they are capable of doing themselves. Yes, these shadows of doubting are generally flung from some bad realities within. You are looking at your own image when you see so much vileness in your neighbour's face. How much better might not we ourselves become, if we used more largely to others that blessed charity which thinketh no evil!—*Dublin University Magazine.*

Rules for Conversation.—Bentham for himself had made it a rule to avoid as much as possible discussions whose results would leave matters where they were, with the risk of annoyance to both parties in the progress of the discussion. Endeavour, he said, to assertain the opinions of others who are strangers to you, before you venture to introduce your own. Introduce them not if their opinions are so remote as to be irreconcilable with yours. Say not "I have a right to proclaim and defend my opinion." What is the English of all that? I have a right to give pain—to make enemies—to have backs turned and doors shut against me.—*Tait's Magazine.*

The Bias of a Liberal Education.—We do not besitate to say that ancient literature—the Greek and Latin languages—should be the foundation of the education of youth. if you change the system, we venture to affirm you will cause the national mind to degenerate. Infancy is pre-eminently apt for the study of language, because at that age the understanding, unfit for the exercise of reflection, is well disposed for that of mamory. * * Without the ancient languages we do not know antiquity; we have but a pale, imperfect representation of it; now, antiquity, we venture to say, to an age proud of itself, it that which is most beautiful in the world. Independently of its beauty, it posseses for childhood an unequalled merit—that of simplicity. If simple food be necessary for the body of a child, it will also be necessary for its mind; as their palates should not be palled by things too savoury, the mind should not be stimulated by the often exaggerated beauty of modern literature.—Homer, Sophocles, and Virgil, should occupy, in the teaching of literature, the same place that Phidias and Praxiteles occupy in the teaching of the Arts. And it is not merely words that children are taught when they learn Latin and Greek; they are noble and sublime things, the history of human nature under images simple, great, and ineffaceable.—*M. Thiers.*

EDITORIAL DEPARTMENT.

REPORT OF THE NORMAL, MODEL AND COMMON SCHOOLS IN UPPER CANADA, FOR THE YEAR 1847.

This document has been prepared and forwarded to Montreal. It extends to 270 manuscript pages, of which about one-half are statistics—embracing a great variety of information such as has never before been collected in Upper Canada. Notwithstanding the heavy commercial and financial pressure throughout the country last year, there is an increase in every branch of Common School operations; and the increase is the largest under the heads of School-rate bills and Attendance of pupils—branches which directly indicate the feelings and voluntary action of the people in their smallest municipal divisions and divisions wholly independent of each other. The Report consists of two Parts—the first *Expository*, the second *Statistical*—with an *Appendix*. In the preparation of the statistical part of the Report, it has been found necessary to go over every figure of every one of the local reports. We may give extracts and a summary in future numbers. The following Table of Contents indicates the character and topics of the Report:—

CONTENTS.

PART I. REPORT, &c.

Part II. Statistical Report.

N. B.—The Statistics contained in each of the following Tables extend to each Township in Upper Canada; and of each Table a general abstract is made, comprehending all the Districts.

APPENDIX.

NATIONAL SCHOOLS IN IRELAND.

REPORT FOR 1847.

We perceive by the English papers, that on the 21st of August, a somewhat lengthened and animated debate took place in the House of Commons on the National Schools in Ireland. Mr. HAMILTON, member for the Dublin University, moved that an Address be presented to Her Majesty, praying that aid may be given to the Established Church of Ireland to enable its Clergy and Laity to establish separate Schools from those established under the direction of the National Board. At the commencement and conclusion of his speech on the subject, Lord JOHN RUSSELL remarked as follows :—

"This is a system which was established by Lord Stanley in 1832. It has, since that time, received the support of successive Governments. Having been established by Lord Stanley, it was continued by the administration of Sir R. Peel, who refused to make any alteration with respect to these grants, it has gone on to the present time constantly increasing in the number of its schools and of its scholars. There had at first been at the utmost 100,000 scholars attending the National Schools in Ireland, while there are now upwards of 4000 schools, and upwards of 400,000 scholars. This is not, therefore, to be considered as an entirely new question, or a proposal now brought forward for the first time by Government ; but it is a system which,

having been first proposed by Lord Stanley as an experiment, has been found more successful than could have been expected, has extended itself very widely in Ireland, and has been of very great use in that country."

"For my part, I believe that a system which has now for sixteen years gone on increasing—which was set on foot by Lord Stanley, which was carried on by the Government of Lord Grey, of Lord Melbourne, and of Sir Robert Peel—for my part, I believe that such is worthy of the continued support of this House; and I should much regret any vote which would impair its efficiency and undermine its usefulness.

The motion of Mr. Hamilton was negatived, and the present system of Schools in Ireland was sustained, by a majority of 118 to 15.

We have received "*The Fourteenth Report of the Commissioners of National Education in Ireland for the year* 1847"—a document comprising 206 closely printed quarto pages. The amount of the Parliamentary grant is £90,000 sterling per annum. The expense of the Normal and Model Schools in Dublin for the year 1847, was £9,333 17s. 7d. sterling; Salaries of Teachers and Monitors in National Schools, £50,391 19s. 5d.; Salaries of School Inspectors, £9,322 1s. 7d.; the Book Department, £17,403 13s. 2d.; Office of the National Board in Dublin, including salaries of Secretaries and Clerks, £3,961 3s. 8d.; besides various miscellaneous items of expenditure. We are sure the following extracts from the Report will be read with lively interest:—

Total number of Schools.—The number of schools struck off the rolls during the year, 1847, for various reasons specified in the Appendix, was 82; 14 others are suspended, which may hereafter be re-opened; and 224 new schools were added to the list. The total number of our schools, therefore, on the 31st of December, 1847, was 4,128, including those in operation, those suspended, and those towards the building of which we have promised aid. The actual and expected attendance in these 4,128 schools, will be 429,728.

Salaries to Teachers.—The total amount of salaries paid to National teachers for the year ending 31th of December, 1847, was £50,391 19s. 5d., being an increase, under this head of expenditure, as compared with 1846, of £6,214 7s. 11d. We thought it necessary to explain, in our Report of last year, and we now repeat the statement, that "we neither profess, nor are we authorised by the State, to make grants of salaries to teachers, except *in aid* of local contributions from the Patrons of the schools, and from the parents of the children. The salaries supplied by us are to be regarded as only supplementary to those local payments." The same observation, regarding local contributions, is applicable to all other grants which we make.

We have long felt, however, that the rates of salaries, heretofore paid by us, even with the local payments, were inadequate to secure the permanent services of competent teachers; and we, therefore, suggested that an increase should be made to our grant, in the hope that we should we enabled, in the course of 1847, to make a small addition to the salaries of our teachers.

Our application was acceded to, although the augmentation to our grant was not so large as we recommended, or as we required, for various purposes specified in our estimate. In fulfilment of our promise, we increased the salaries of our teachers, during the year, to a limited amount; and a further augmentation will take place, in the current half-year, in the salaries of those who may receive promotion under the new scale of classification, to which we referred in our last Report.

New scale of classification of Teachers.—The following is the arrangement we have decided upon for the classification of the teachers, under the revised scale, which came into operation on the 1st of April of the present year.

Teachers of National Schools are divided into three classes, to which the following salaries are respectively attached :—

		Males.	Females.
First Class,	1st Division,	£30	£24 per annum.
	2nd Do.,	25	20 "
	3rd Do.,	22	18 "
Second Class,	1st Division,	20	15 "
	2nd Do.,	18	14 "
Third Class,	1st Division,	16	13 "
	2nd Do.,	14	12 "
Probationary Teachers,		10	9 "
Assistant Teachers,		10	9 "
Mistresses to teach Needlework,		—	6 "

Salaries to Masters of Agricultural Schools.—Masters of Agricultural Model Schools, with farms of from four to eight acres annexed, who are competent to conduct both the literary and agricultural departments, are to receive £10 per annum, in addition to the salary of the class in which they may be placed.

Masters of National Schools, with a small portion of land annexed, consisting of from two to three acres, for the purpose of affording agricultural instruction, will receive £5 per annum, in addition to the salary of their class, provided they are competent to conduct both the literary and agricultural departments, and that the Commissioners shall have previously approved of agriculture being taught in the school.

Increased demand for books in the Colonies.—We have the gratification to state that the demand for our school-books in England and Scotland, is progressively increasing. Many of our Colonies, too, have been supplied during the year with large quantities; and in some of them a system of public instruction for the poor, similar in its general character to that of the National system in Ireland, as being equally adapted to a population of a mixed character as to their religious persuasions, is likely to be established. We have sent books and requisites to Australia, British Guiana, Canada, New Brunswick, Newfoundland, Nova Scotia, Gibraltar, and Malta. A complete series of our National School-books was also sent to Lord Seaton, the Governor of Corfu; and it is not improbable that they will be translated, at no distant period, into the Greek language, for the use of children attending schools in the Ionian Islands.

Model Schools in Dublin.—We refer, with satisfaction, to the flourishing state of our Model Schools in Marlborough-street; they have fully sustained, during the year, the high character they have so long enjoyed. The number of pupils on the rolls upon the 30th September, 1847, was, males, 685; females, 430; infants, 316—making a total of 1,431. The daily average attendance has at various times, in the course of last year, considerably exceeded 1,000.

Vocal Music, on Hullah's plan, continues to be successfully taught to the pupils of the Model Schools, and to the teachers in training; and is an attractive branch of instruction; it infuses animation into the ordinary business of the schools, and cannot fail, we think, under judicious management, to produce beneficial results.

Drawing from Models.—The practical usefulness of teaching linear drawing from models, is admitted by all who have seen the system in operation. In the great majority of the German schools, and in the principal training establishments in England and Scotland, it is carried on with great success. The best judges on this subject have borne strong testimony to its applicability to many of the most important purposes of daily life, and to the facility with which it enables a skilful teacher to impart a knowledge of the art of drawing. Feeling the importance of instructing the children attending our Model Schools, and our teachers in training, in this method of drawing, we have procured a Master of experience, possessing the requisite qualifications for teaching it, simultaneously, on a large scale.

Religious instruction to the pupils of the Model Schools and the teachers in training.—While every attention has been paid to the improvement of the children in our Model Schools, in the various branches of their secular education, the paramount duty of giving to them, and the teachers in training, religious instruction, has not been neglected by those instrusted with that duty. Upon this subject we deem it expedient to republish the statement made in our Report of last year, which is as follows:—"The arrangements for the separate religious instruction of the children of all persuasions attending these schools, and also of the teachers in training, continue to be carried into effect every Tuesday, under the respective clergymen, with punctuality and satisfaction. Previously to the arrival of the clergymen, each of the teachers in training is employed in giving catechetical and other religious instruction to a small class of children belonging to his own communion. These teachers attend their respective places of worship on Sundays; and every facility is given, both before and after Divine Service, as well as at other times, for their spiritual improvement, under the directions of their clergy."

Training of Teachers.—Our training establishments continue in a prosperous state. We have trained, during the year, and supported at the public expense, 224 National Teachers, of whom 137 were males and 87 were females. We also trained 14 teachers not connected with National Schools, and who maintained themselves during their attendance at the Model Schools. The total number of male and female teachers trained, from the commencement of our proceedings to the 31st of December, 1847, is 2,044. We do not include in this number those teachers who are not connected with National Schools.

Importance of the training of Teachers.—With reference to the training of teachers we have to observe, that the experience of each successive year

strengthens our conviction of its importance. It is vain to expect that the National Schools, established in all parts of Ireland, will ever be effectively conducted, or the art of communicating knowledge materially improved, until a sufficient number of well-paid Masters and Mistresses can be supplied, thoroughly qualified, by previous training, to undertake the office of teachers, and feeling a zealous interest in promoting the great objects of their profession.

Improvement in every successive class of Teachers.—We have observed, with satisfaction, a marked improvement in the appearance, manners, and attainments of every successive class of teachers, who come up to be trained in our National establishment. With reference to the two last classes, we have ascertained that 34 teachers in the last, and 73 in the present, had been originally educated *as pupils* in National Schools. It is from this description of persons, to whom the practice of instructing others has been familiar from their childhood, that we may expect to procure the most intelligent and skilful taachers, to educate the rising generation of Ireland. It is a gratifying fact, that the good feeling which has always prevailed among the teachers of different religious denominations residing together in our training establishment, has suffered no interruption whatever during the last year of extraordinary public excitement.

Number of Agricultural Schools.—We had in operation, on the 31st of December, 1847, 7 Model Agricultural Schools; and we have made building grants of £200 each to 10 others of this class, some of which are in progress. In addition to those schools, there are 12 other Agricultural Schools to which small portions of land are attached; and to the Masters of these we pay an additional salary of £5 per annum for their agricultural services; and other emoluments are secured to them by the local Managers. Since the commencement of the present year, several applications have been received for aid both to Model and ordinary Agricultural Schools; so that we hope to announce, in our next Report, the establishment of a greater number.

Agricultural Class Book.—We have published an Agricultural Class Book for the use of the advanced pupils attending the National Schools, which it is intended shall be read by all the pupils capable of understanding its contents. The object of this little work is to explain, in as simple language as possible, the best mode of managing a small farm and kitchen garden. Appended to it are introductory exercises, in which the scholars should be examined by the teachers. In order to render the lessons attractive, they have been thrown into the form of a narrative, calculated to arrest the attention of young readers. This reading book is not, however, designed as an Agricultural Manual for our teachers. We propose to supply this want by the publication of a series of Agricultural works, rising from the simplest elementary book, to scientific teaching of a high character, and comprehending various branches of practical knowledge, bearing upon the subject of agricultural instruction. We distributed last year, among our teachers, a variety of cheap and useful tracts, relating to the best modes of cultivating the soil, and providing against the dearth of food; and we are now engaged in circulating, amongst our Masters, several other elementary treatises on husbandry, recently published under the direction of the Royal Agricultural Society, and containing much valuable information.

School Libraries.—The want of School Libraries for the use of the children attending our schools has been long felt. To compile a series of instructive and entertaining works adapted to this purpose, would occupy a very considerable time, and require the assistance of many individuals well qualified for compiling books suited to the minds of children. Under these circumstances, we have adopted the necessary steps for the selection of a sufficient number from those already published. Care will be taken that they are unobjectionable, in all respects, to the members of every religious denomination. We shall buy them from the publishers at the lowest cost, and sell them at reduced prices to such of the Managers of our schools as may approve of their being lent to the pupils. We shall also frame regulations for managing the School Libraries when formed, which will insure a regular delivery and return of the books.

Common School Laws of the State of New-York.—The State Superintendent, in his School Report for 1847, remarks as follows on this subject :—

"The outlines of the present system were established by the act, chapter 242 of the Laws of 1812 ; but the supervisors were not required to raise upon the towns an amount by tax equal to the sum apportioned previous to the act, chapter 192 of the Laws of 1814 ; and the districts did not receive an amount equal to both sums, until 1818. No report of money paid on rate-bills was made previous to the year 1828, when $297,048.44 appear to have been contributed by individuals in this mode, for the payment of teachers' wages ; and the average expense for tuition was $1.09 and a fraction on the whole number of children taught. As before remarked, the present system took its form in the legislation of 1812, when the appointment of a Superintendent of Common Schools was provided for, and the duties discharged by a separate officer until 1821, when they were devolved upon the Secretary of the State. Although our school laws have been repeatedly amended and altered, and even re-enacted entire, for the purpose of presenting a complete system in one act, it is a curious, if not remarkable fact, that many of the provisions of the very last enactments are found expressed in language almost identical with the laws first passed. More than half a century has elapsed since the first appropriation of moneys was made from the treasury, "for the encouragement of schools," and although the permanent fund for this object has been accumulating forty-two years, it is only thirty-three years since the first income from this fund was distributed to the school districts. We may also assume that the main features of the system have been in full and active operation, about nineteen years, or since 1828.

"This, like every other work of man, has imperfections ; and, like every other human institution in its minor details, must change with the ever varying progress of civilization ; but, so long as the essential powers of reaction shall be retained in the system, as it hitherto has been, like the well balanced movements of a perpetual motion, it will perform its legitimate functions. What more appropriate office or acceptable duty can any government or community perform, than to make ample provision for the mental and moral instruction of its youthful citizens and members ; to present to them the means of acquiring the necessary knowledge to aid them in the proper discharge of their duties here, and to prepare for a happier destiny hereafter."

THE TRUE METHOD OF EDUCATING ALL THE PEOPLE.—The following paragraphs from the "Third Annual Report of the Board of School Visitors in the City of Natchez, presented July 4th, 1848, and ordered to be printed by the Mayor and Council," elucidates most forcibly the principle of *Free Schools*—the only means of educating *all* the people—the cheapest and best system of government yet discovered. It is remarkable to observe, in the following extract, the contrast between the sentiments of the Common Council of the City of Natchez, in the Southern State of Mississippi, and the Common Council of the City of Toronto, in Upper Canada. The former provides *free* schools in which we are told "an admirable education" is given to *all*; while the latter *shuts up* the schools *because they are free to all!* It is a strange sight in the metropolis of Upper Canada, to see the prisons and asylums filled, and the common schools emptied—*groggeries* every where licensed and crowded, and the *common schools* every where shut up and locked—the *Sabbath* Bay-boats patronised, and the week-day schools proscribed! Let the City of Natchez read us the following lesson:—

"The property of the people should educate the children of the people. No one objects that government should be supported by taxation. Our governors and legislators are paid in this way; our courts of justice, our prisons and their inmates are supported by taxation. Every tax-payer contributes his proportion to the maintenance of the immured convict.—They pay for the gallows which is erected, and for the rope that hangs the felon; the man who fits the fatal cord and lets fall the drop, which launches him into eternity, is paid by the tax-payer. The money expended in pursuing, prosecuting and punishing criminals and other violators of the law, is enough to educate all the children in the community. If all that is expended in the country annually, in the pursuit, prosecution and punishing of persons offending against the law, and collateral expenditure growing out of these derelictions, could be devoted to the purposes of education, it would be sufficient to build a school-house in every school section in the Union, and pay the school-master. To bring matters home. Place in your hands the amount which the criminal side of our Circuit Court, with the attendant expenses of jurors and officers, and the costs, expenses and losses caused to the commuuity, by the derelictions of those who are there prosecuted, and we will pay all the expenses of the Institute, establish a common school wherever there is one needed in the county, and establish a Normal school which will send out fifty educated teachers yearly, pay all the professors, and provide good libraries and apparatus.

"No one complains of taxation for these purposes; but if a tax be laid for the purpose of educating the young, to prepare them for useful and honourable employments there are some to complain of hardship. Is it not better to expend money freely to foster virtue, than to punish vice? Educate the children, train them to useful employments, fill their hearts and minds with the lessons of morality and wisdom, and there will be no crimes to punish. Your prisons will be tenantless, and the busy spider will weave her web across the door of your amshouses. Let us be liberal in expenditure for the improvement and amelioration of our race, and we shall reap a rich reward. It will be like bread cast upon the waters, it will return to us multiplied after many days. But allow children to grow up in ignorance and vice, your prisons will be crowded with convicts, your almshouses thronged with dissolute paupers, and your substance will be eaten out to guard and feed them. It costs more to the State, to send one convict to the

penitentiary, supposing he will support himself by his labour when he his there, than will pay for the education of ten children for a year. Educate your children, and teach them useful employments, and there will be neither criminals nor paupers. But to effect this, you must educate all. None must be neglected. Your system must be general. It must be *our system*, or something better."

Free Schools in the State of Louisiana.—We observe by the American papers, that Governor Johnson, of Louisiana, has issued a proclamation, calling an extra Session of the Legislature, for the purpose of devising measures to put into successful operation the system of *Free Public Schools*, which has been sanctioned by the people of that State.

Hamilton City Schools.—In addition to the solicitude evinced by the City authorities of Hamilton in regard to Common Schools, noticed in this *Journal*, p. 121, the Common Council by By-law further provides "That a special Assessment of two-pence half-penny in the pound be, and the same is hereby imposed on the assessable property within this city, and that the same be specially added to the present Assessment, *in addition to the Assessment heretofore imposed* for Common School purposes, in accordance with the report of the School Trustees, including £12 15s. for a Premium on School-house plans.

"George S. Tiffany, *Mayor.*

"*Hamilton, August* 30, 1848."

The Corporation of the Town of Picton has also, we understand, made liberal provision for the support of its Common Schools.

Lectures on Education.—During the last autumn the Chief Superintendent of Schools made a visit to the several Districts of Upper Canada; and, in addition to holding public meetings for consultation on Common School matters, he lectured on the "Importance of Education to an Agricultural, a Manufacturing and Free People." In some districts he discoursed on but one of these subjects; in others on them all in one Lecture—treating each of them in a summary manner: but in other districts where time permitted, he discoursed on them in *two* Lectures. At several public meetings resolutions were adopted requesting the publication of these Lectures. An intimation was given that they would be published in the first volume of the *Journal of Education*. We now proceed to fulfil that engagement—hoping that some good may result from placing them before the public in this new and permanent form. The first of these Lectures, as it was written and delivered, without the alteration or addition of a sentence, is given in the present number; the second will appear next month.

JOURNAL OF EDUCATION.—We might occupy several pages with extracts of letters and testimonials which we have received from various Districts, as to the acceptableness and usefulness of this *Journal*; and as we have no more personal interest in it than any other individual, except that we gratuitously incur the no small labour and responsibility of editing and publishing it, may we not intreat every reader friendly to its important objects, to do what he can to increase its circulation. As an example of what may be done where proper exertions are made, we may remark that from the comparatively new, poor, small, and interior District of Simcoe, the Superintendent has sent us the names of more subscribers, and a larger amount of subscriptions, than we have received from any other District in Upper Canada—Midland District being second and Brock District third. One School Visitor—a young Clergyman—has sent us the names of no less than 18 subscribers, with their subscriptions. Several Trustees and Teachers have also exerted themselves zealously and successfully. Should such co-operation be general on the part of all who are officially connected with the Common Schools, the entire edition of the first volume would soon be exhausted, and the utility of the *Journal* would be vastly increased, and we should see our way clear to proceed with a second volume. We shall not object to continue our own services gratuitously; but we cannot be expected to continue to sustain a pecuniary loss in addition to the expenditure of so much time and labour. We believe we have redeemed our promise to the satisfaction of all parties as to the matter and character of the *Journal*; we hope the gentlemen in the various districts will fulfil the assurances they expressed last autumn in promoting the circulation of it in their several localities. We may also add, that the pages of this *Journal* are specially adapted to *Teachers* as well as to Trustees and other friends of popular education; and the assurance of experiment can be given, that a Teacher will derive not merely intellectual profit, but pecuniary gain by reading, and directing the attention of his employers to the *Journal of Education*.

POSTAGE ON THIS JOURNAL.—When we omitted the *cover* from this *Journal*, we had reason to believe the postage would be reduced to a half-penny—as the Journal was printed on a newspaper sheet; but it has been decided by the Deputy Postmaster General that, in consequence of its *form*, this *Journal* is subject to double newspaper postage. A reference has been made to *England* on the subject, and there the double-postage decision against the *Journal of Education* has been confirmed. We hope a more enlightened system of postage will soon be established in Canada. In the mean time, in the event of a second volume of the *Journal of Education* being published, its form will be such as to secure to subscribers the advantage of newspaper postage.

NOTICE.

The Summer Session of the NORMAL SCHOOL will close the middle of October with a Public Examination of the Students in the several Departments of the Institution. The *Winter Session*, of five months, for 1848-9, will commence on *Wednesday*, the 15th of November. All Candidates for admission Male and Female, must present themselves during the first week of the Session, otherwise they cannot be admitted.

ERRATA.—As the author of the Lecture on the Importance of Education to Farmers—published in the present number—was absent when it went to press, two or three errors, which affect the sense, have escaped detection. In the last line on the 261st page, for "intelligent population," read "intelligent *rural* population." In the last line but one on the 266th page, for the "the farmer," read "*farmers.*

ACKNOWLEDGMENTS—*To 20th September, inclusive.*

Rem. from Messrs. P. Milne, T. Topping, J. Rogerson, D. McMillan, H. A. Hardy, P. B. Spohn;—Supt. Western District; A. Murray, Esq., M. D.;—Supt. Newcastle District, 2 rems. and subs.; Rev. W. H. Poole, 3 rems. and subs. (We beg to express our many obligations for your active co-operation); Supt. Simcoe District, rem. and subs.

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

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