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JOURNAL OF EDUCATION

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WHAT BECOMES OF ALL THE CLEVER CHILDREN ?

From Chambers' Edinburgh Journal.

During a visit to a friend in the country, I was enjoying a walk in his garden before breakfast on a delightful morning in June, when my attention was suddenly arrested by the pensive attitude of a little boy, the son of my host, whom I observed standing before a rose-bush, which he appeared to contemplate with much dissatisfaction. Children have always been to me a most interesting study; and yielding to a wish to discover what could have clouded the usually bright countenance of my little friend, I inquired what had attracted him to this particular rose-bush, which presented but a forlorn appearance when compared with its more blooming companions. He replied: "This rose-bush is my *own*; papa give it to me in spring, and promised that no one else should touch it. I have taken great pains with it; and as it was covered with beautiful roses last summer, I hoped to have had many fine bouquets from it; but all my care and watching have been useless: I see I shall not have one full-blown rose after all."

"And yet," said I, "it appears to be as healthy as any other bush in the garden: tell me what you have done for it, as you say it has cost you so much pains?"

"After watching it for some time," he replied, "I discovered a very great number of small buds, but they were almost concealed by the leaves which grew so thickly; I therefore cleared away the greater part of these, and my little buds then looked very well. I now found, as I watched them, that though they grew larger every day, the green outside continued so hard, that I thought it impossible for the delicate rose-leaves to force their way out: I therefore picked them open; but the pale, shriveled blossoms which I found within never improved, but died one after another. Yesterday morning I discovered one bud which the leaves had till then hidden from me, and which was actually streaked with the beautiful red of the flower contained in it; I carefully opened and loosened it, in the hope that the warm sun would help it to blow: my first thought this morning was of the pleasure I should have in gathering my one precious bud for mamma—but look at it now?"

The withered, discolored petals to which the child directed my eye did indeed present but a melancholy appearance, and I now understood the cause of the looks of disappointment which had at first attracted my attention. I explained to the zealous little gardener the mischief which he had unintentionally done by removing the leaves and calyx with which nature had covered and inclosed the flower until all its beauties should be ready for full development; and having pointed out to him some buds which had escaped his care, I left him full of hope that, by waiting patiently for nature to accomplish her own work, he might yet have a bouquet of own roses to present to his mother.

As I pursued my walk, it occurred to me that this childish incident suggested an answer to the question asked by Dr. Johnson, "What becomes of all the clever children?" Too often, it is to be feared, are the precious human buds sacrificed to the same mistaken zeal that lead to the destruction of the roses which had been expected with so much pleasure by their little owner. Perhaps a few hints, suggested—not by fanciful theory, but by practical experience in the mental training of children—may help to rescue some little ones from the blighting influences to which they are too often exposed.

The laws by which the physical development of every infant,

during the earliest period of its existence, is regulated, seem to afford a striking lesson by the analogy which they bear to these laws on which the subsequent mental development depends; and by the wise arrangement of an ever-kind Providence, this lesson is made immediately to precede the period during which it should be carried into practice. On the babe's first entrance into the world, it must be fed with food suitable to its delicate organs of digestion; on this depends its healthful growth, and likewise the gradual strengthening of those organs. Its senses must at first be acted upon very gently: too strong a light, or too loud a noise, may impair its sight or hearing for life.

The little limbs of a young infant must not be allowed to support the body before they have acquired firmness sufficient for that task, otherwise they will become deformed, and the whole system weakened; and last, not least, fresh and pure air must constantly be inhaled by the lungs, in order that they may supply vigour to the whole frame. All enlightened parents are acquainted with these laws of nature, and generally act on them; but when, owing to judicious management, their children emerge from boyhood in full enjoyment of all the animal organs, and with muscles and sinews growing firmer every day in consequence of the exercise which their little owners delight in giving them, is the same judicious management extended to the mind, of which the body, which has been so carefully nourished, is only the outer case? In too many cases it is not. Too often the tender mind is loaded with information which it has no power of assimilating, and which, consequently, it cannot nourish. The mental faculties, instead of being gradually exercised, are overwhelmed: parents who would check with displeasure the efforts of a nurse who should attempt to make their infant walk at too early a period, are ready to embrace eagerly any system of so-called education which offers to do the same violence to the intellect; forgetting that distortion of mind is at least as much to be dreaded as that of the body, while the motives held out to encourage the little victims are not calculated to produce a moral atmosphere conducive either to good or great mental attainments. Children are sometimes met with—though few and far between—whose minds seem ready to drink in knowledge in whatever form or quantity it may be given to them; and the testimony of Dr. Combe, as well as of many other judicious writers, proves the real state of the brain in such cases, and also the general fate of the poor little prodigies. Such children, however, are not the subject of these observations, of which the object is to plead for those promising buds which are closely encased in their "hard" but protecting covering; to plead for them especially at that period when the "beautiful red streak" appears; in other words, when, amid the thoughtless sports and simple studies of childhood, the intellect begins to develop itself, and to seek nourishment from all that is presented to it. There exists at the period alluded to a readiness in comparison, and a shrewdness of observation, which might be profitably employed in the great work of education. And here it may be observed, that as to "educate" signifies to *bring out*, the term *education* can only be applied with propriety to a system which performs this work, and never to one which confines itself to laying on a surface-work of superficial information, unsupported by vigorous mental powers. Information may be acquired at any age, provided that the intellectual machinery has been kept in activity; whereas, if the latter has been allowed to rust and stiffen from disease, the efforts of the man—supposing him to have energy

sufficient to make an effort—to redress the wrongs done to the boy, will in most cases be vain. That self-educated men are the best educated is a trite remark; so trite, indeed, that it frequently falls on the ear without arousing attention to the apparent paradox which it contains; and yet there must be some reason well worthy of attention for the fact, that so many who, in early life, have enjoyed advantages, have, on reaching manhood, found themselves surpassed by others who have been forced to struggle up unassisted, and in many cases surrounded by apparent obstacles to their rise. It is obvious, that the point in which the latter have the advantage, is the necessity which they find in exercising their own intellectual powers at every step; and, moreover, for taking each step firmly before they attempt the next; which necessity, while it may retard the rapid skimming over various subjects which is sometimes effected, gives new vigor continually to the mind, and also leads to the habit of that "industry and patient thought" to which the immortal Newton attributed all he had done; while at the same time a vivid pleasure is taken in the acquirement of knowledge so obtained beyond any that can be conferred by reward or encouragement from others.

From these considerations, it appears that the most judicious system of education is that in which the teacher rather directs the working of his pupil's mind than work for him; and it must be recollected that such a system, compared with some others, will be slow, though sure, in producing the desired result. Every one familiar with children must have observed with what apparently fresh interest they will listen to the same tale repeated again and again. Now, if time and repetition are necessary to impress on the young mind facts interesting in themselves, they are surely more necessary when the information to be imparted is in itself dry and uninteresting, as is the case with much which it is requisite for children to learn. The system here recommended is one which requires *patience* both on the part of parents and teachers; but *patience* so exercised would undoubtedly be rewarded by the results, one of which would be, that we should not so frequently see "clever children" wane into very commonplace, if not stupid men.

DUTY OF THE TEACHER IN REGARD TO THE MANNER OF THE STUDIES OF HIS PUPILS.

[By the late DAVID P. PAGE, Esq., A. M., Principal of the New-York State Normal School, at Albany.]

1. *The order of study.* There is a natural order in the education of the child. The teacher should know this. If he presents the subjects out of this order, he is responsible for the injury. In general, the *elements* should be taught first. Those simple branches which the child first comprehends, should first be presented. *Reading*, of course, must be one of the first; though I think the day is not distant when an enlightened community will not condemn the teacher, if, while teaching reading, he should call the child's attention by oral instruction to such objects about him as he can comprehend, even though in doing this he should somewhat prolong the time of learning to read. It is indeed of little consequence that the child should learn to read *words* simply; and that teacher may be viewed as pursuing the order of nature, who so endeavours to develop the powers of observation and comparison, that words when learned shall be the vehicles of ideas.

Next to Reading and its inseparable companions—*Spelling* and *Defining*, I am inclined to recommend the study of *Mental Arithmetic*. The idea of Number is one of the earliest in the mind of the child. He can be early taught to count, and quite early to perform those operations which we call adding, subtracting, multiplying, and dividing. This study at first *needs no book*. The teacher should be thoroughly versed in "Colburn's Intellectual Arithmetic," or its equivalent, and he can find enough to interest the child. When the scholar has learned to read, and has attained the age of six or seven, he may be allowed a book in *preparing his lesson*, but never during the recitation. Those who have not tried this kind of mental discipline, will be astonished at the facility which the child acquires, for performing operations that often puzzle the adult. Nor is it an unimportant acquisition. None can tell its value but those who have experienced the advantage it gives them in future school exercises and in business, over those who have never had such training.

Geography may come next to *Mental Arithmetic*. The child should have an idea of the relations of size, form, and space, as well

as number, before commencing *Geography*. These, however, he acquires naturally at a very early age; and very thoroughly, if the teacher has taken a little pains to aid him on these points in the earliest stages of his progress. A map is a picture, and hence a child welcomes it. If it can be a map of some familiar object, as of his school-room, of the school district, of his father's orchard or farm, it becomes an object of great interest. A map of his town is also very desirable, as also of his own county. Further detail will be deferred here, as it is only intended in this place to hint at the *order* of taking up the subjects.

History should go hand in hand with *Geography*. Perhaps no greater mistake is made than that of deferring history till one of the last things in the child's course.

Writing may be early commenced with the *pencil* upon the slate, because it is a very useful exercise to the child in prosecuting many of his other studies. But writing with a pen may well be deferred till the child is *ten years of age*, when the muscles shall have acquired sufficient strength to grasp and guide it.

Written Arithmetic may succeed the mental; indeed, it may be practised along with it.

Composition—perhaps by another name, as *Description*—should be early commenced and very frequently practised. The child can be early interested in this, and he probably in this way acquires a better knowledge of practical grammar than in any other.

Grammar, in my opinion, as a study, should be one of the last of the common school branches to be taken up. It requires more maturity of mind to understand its relations and dependencies than any other; and that which is taught of grammar without such an understanding, is a mere smattering of *technical terms*, by which the pupil is injured rather than improved. It may be said, that unless scholars commence this branch early, they never will have the opportunity to learn it. Then let it go unlearned; for as far as I have seen the world, I am satisfied that this early and superficial teaching of a difficult subject is not only useless but positively injurious. How many there are who study grammar for years, and then are obliged to confess in after life, because "their speech bewrayeth them", that they never understood it! How many, by the too early study of an intricate branch, make themselves *think* they understand it, and thus prevent the hope of any further advancement at the proper age! *Grammar, then, should not be studied too early.*

Of the manner of teaching all these branches, I shall have more to say in due time. At present I have only noticed the *order* in which they should be taken up. This is a question of much consequence to the child, and the teacher is generally responsible for it. He should therefore carefully consider this matter, that he may be able to decide aright.

2. *The manner of study.* It is of quite as much importance *how* we study, as *what* we study. Indeed I have thought that much of the difference among men could be traced to their different habits of study formed in youth. A large portion of our scholars study for the sake of preparing to recite the lesson. They seem to have no idea of any object beyond *recitation*. The consequence is, they study mechanically. They endeavour to remember phraseology, rather than principles; they study the *book*, not the subject. Let any one enter our schools and see the scholars engaged in preparing their lessons. Scarcely one will be seen, who is not repeating over and over again the words of the text, as if there was a saving charm in repetition. Observe the same scholars at recitation, and it is a struggle of the memory to recall the form of *words*. The vacant countenance too often indicates that they are words without meaning. This difficulty is very much increased, if the teacher is confined to the text-book during recitation; and particularly if he relies mainly upon the *printed questions* so often found at the bottom of the page.

The scholar should be encouraged to *study the subject*; and his book should be held merely as the instrument. "Books are but helps," is a good motto for every student. The teacher should often tell how the lesson should be learned. His precepts in this matter will often be of use. Some scholars will learn a lesson in one tenth the time required by others. Human life is too short to have any of it employed to disadvantage. The teacher, then, should inculcate such habits of study as are valuable; and he should be particularly careful to break up, in the recitations, those habits which are so grossly mechanical. A child may almost be said to be educated,

who has learned to study aright ; while one may have acquired in the mechanical way a great amount of knowledge, and yet have no profitable mental discipline.

For this difference in children, the teacher is more responsible than any other person. Let him therefore carefully consider this matter.

INCONSISTENCY OF THE PEOPLE.

[By the Hon. HORACE MANN.]

The people do not yet seem to see that all the cost of legislating against criminals ; of judges and prosecuting officers, of jurors and witnesses to convict them ; of building houses of correction, and jails and penitentiaries, for restraining and punishing them, is not a hundredth part of the grand total of expenditure incurred by private and social immoralities and crimes. The people do not yet seem to see, that the intelligence and morality which education imparts, is that beneficent kind of insurance which, by preventing losses, obviates the necessity of indemnifying for them ; thus saving both premium and risk. What is engulfed in the vortex of crime, in each generation, would build a palace of Oriental splendor in every school district in the land ; would endow it with a library beyond the ability of a life-time to read ; would supply it with apparatus and laboratories for the illustration of every study and the exemplification of every art, and munificently requite the services of a teacher worthy to preside in such a sanctuary of intelligence and virtue.

But the prevention of all that havoc of worldly goods which is caused by vice, transfers only one item from the loss, to the profit side of the account. Were all idle, intemperate, predatory men to become industrious, sober and honest, they would add vast sums to the inventory of the nation's wealth, instead of subtracting from it. Let any person take a single town, village or neighborhood, and look at its inhabitants individually, with the question in his mind,—how many of them are producers and how many are non-producers ; that is, either by the labor of the body or the labor of the mind, add value and dignity to life, and how many barely support themselves ; and I think he will often be surprised at the smallness of the number, by whose talent and industry the store-houses of the earth are mainly filled, and all the complicated business of society is principally managed. Could we convert into co-workers for the benefit of mankind, all those physical and spiritual powers of usefulness which are now antagonists or neutrals, the gain would be incalculable.

Add the two above items together,—namely, the saving of what the vicious now squander or destroy, and the wealth which, as virtuous men they would amass—and the only difficulty presented would be, to find in what manner so vast an amount could be beneficially disposed of.

When the city of Boston was convinced of the necessity of having a supply of pure water from abroad, for the use of its inhabitants ; it voted three millions of dollars to obtain it ; and he would be a bold man who would now propose a repeal of the ordinance, though all past expenditures could be refunded. Yet all the school-houses in Boston, which it has erected during the present century, are not worth a fourth part of this sum. For the supply of water, the city of New York lately incurred an expenditure of thirteen millions of dollars. Admitting, as I most cheerfully do, that the use of water pertains to the moral as well as to the ceremonial law, yet our cities have pollutions which water can never wash away,—defilements which the baptism of a moral and Christian education alone can remove. There is not an appetite that allies man to the brute, nor a passion for vain display which makes him more contemptible than any part of the irrational creation, which does not cost the country more every year, than such a system of schools as would, according to the evidence I have exhibited, redeem it almost entirely from its follies and its. Consider a single fictitious habit of our people, which no one will pretend adds any degree to the health, or length to the life, or decency to the manners of the nation,—I mean the smoking of tobacco. It is said, on good authority, that the annual expenditure in the country for the support of this habit is ten millions of dollars ; and if we reflect that this sum, averaged upon all the people, would be only one half dollar a-piece, the estimate seems by no means extravagant. Yet this is far more than is paid to the teachers of all the Public schools in the United States.

PUBLIC LIBRARIES AND LECTURES.

[By O. S. FOWLER, Esq., A. M.]

FACILITIES FOR STUDY are every way inferior, whereas they ought to abound. Books should be multiplied a thousand fold, till they become the great commodity of traffic and commerce. But most of all they require to be IMPROVED. Trashy novels require to be superseded by works full of sound sense, excellent instruction, and scientific knowledge. Yet they should not be dry and plodding but filled, not merely with all that halo of beauty which clusters around every right exhibition of the works of nature—because around the works themselves—but with all the elegance of diction and charms of style which appertain to language. A clumsy or inspid style in a scientific work, is like rags on the goddess of beauty. How pre-eminently does the subject allow and require all the excellencies and ornaments of style so abundant in the very nature of language ! Every child's school-book should equal Irving's "Sketch Book," for felicity of diction. Dress up all the inherent beauty of nature in all the charms of a truly splendid style—blend the useful with the rich—and such books as mortal eyes never yet beheld, would render reading far more enchanting than the ball-room.

PUBLIC LIBRARIES.—These books, thus splendid in composition, should be accessible to all. Private libraries are eminently useful, but public vastly more so. The poor require reading material equally with the rich. Let it be furnished, and crime, generally associated with ignorance, would thereby be prevented. Let government advance funds for this purpose, and they will have less requisition for jails and hangmen. As you EDUCATE THE PEOPLE you proportionally diminish crime. A hundred fold more effectual preventive this than punitive measures. In fact, unite physical and intellectual with moral training, and you head off crimes almost together. If men knew the consequences of violating law, they would sin less. Public reading-rooms are of course recommended as a part of public libraries ; and so are circulating libraries. But we especially require FEMALE reading-rooms. Women love to read, and should have equal access to this means of mental culture.

PUBLIC LECTURES will be found still more promotive of public intelligence and virtue. Let every village and neighbourhood have a splendid public room, attractively arranged and fitted up, and capable of holding "all the region round about," and let government employ and support lecturers, in part, at public expense, as it now does teachers, furnished with splendid apparatus for illustrating the respective sciences on which they lecture ; and let them spend their lives in the service. Let one man have manikins and anatomical models, drawings, and preparations, and occupy a given section, say one or more counties, which he should visit at stated intervals, so that all could hear as they are growing up. Let him teach anatomy and physiology ; especially the young the value of health, means of preserving it, and causes of its destruction. Pay five dollars to this object, where hundreds are now paid to physicians for TRYING to cure, and few would be sick, and those who were would be able to doctor themselves. Strange that doctors have not enlightened the people touching the laws of health, long before this. But their neglect will prove their ruin, which many of us will live to see.

Let another public Lecturer be fitted out with a phrenological apparatus—drawings, paintings, animal and human casts and skulls, and whatever else will illustrate or enforce his subject, and pass around his circuit periodically, lecturing on this science of mind, and telling parents how to manage this child, govern that, and educate the other, and in what occupations they will each succeed ; as well as pour forth that perpetual stream of ADVICE which Preno-logy gives in such rich abundance and personal applicability. Let him also add the MENTAL PHILOSOPHY, and MORALS and ethics, of this science of man, so that the entire body politic shall not only be treated to the rich intellectual repast which it serves up, but become imbued with its purifying, elevating doctrines ; and a powerful check would thus be given to vice, and incentives to public virtue and improvement be propounded for general emulation. Say, reader, has not this science purified your own feelings, and improved your MORALS as well as intellects ? It will do this for all.

Kindred lecturers should be employed and fitted out with abundant apparatus for illustrating chemistry, natural history, geology, chro-

nology, natural philosophy, mathematics, astronomy, and every other department of science and nature. The expense would not be great, and would save a hundred fold in cost of the criminal calendar alone.

These lectures should be especially adapted to the juvenile mind; and what is well adapted to the young, is also adapted to adults.

I would not, however, recommend every mountebank because he can be hired for twelve dollars per month; but splendid lecturers—well informed on all scientific matters, and perfectly familiar with that on which they lecture; and instead of those who lisp, or squint, or violate both grammar and rhetoric, or deform their matter by defective delivery, I would recommend splendid orators—good-looking, noble and commanding in appearance, dignified, impressive, fluent, felicitous in style, and altogether captivating; so as to draw out all classes, especially the young, in delighted throngs to hear them discourse learnedly and eloquently on nature and her laws, and incite in these youth an ardent desire still farther to prosecute these thrillingly interesting subjects. Think you our youth, thus educated, would through the country carouse, the disgusting groggery, or the demoralizing theatre,—those nurseries of vice?

Especially would I recommend lectures on elocution. Let children be taught to SPEAK—taught by example, and by those after whom they may safely pattern. I would make them all good SPEAKERS.

Not that I would not recommend any local teachers. They are indispensable. But I would create a new profession—that of lecturing. By a law of mind truth can be TALKED into mankind, especially into juveniles, which no other form of teaching can possibly convey. To this law of mind I would adapt instruction. The Persian teachers LECTURE to their scholars. This is the great method of instruction. This is right. This is the most powerful means of conveying instruction in the world. Let GOVERNMENT therefore furnish these educational facilities.

[CIRCULAR.]

From the Chief Superintendent of Schools to the Boards of School Trustees elected in the several Cities and Towns in Upper Canada, September the 3rd, 1850.

[OFFICIAL.]

EDUCATION OFFICE,
Toronto, 7th October, 1850.

GENTLEMEN:—

Your fellow-citizens and townsmen have elected you to a trust the most important and responsible; and the School Act invests you with ample powers to fulfil that trust, so as to extend the facilities of a sound education to each child in every city and town in Upper Canada. On you will rest the responsibility if any of the Schools under your charge is inefficient, whether from the employment of an improper teacher, or from the want of a proper School-house, or proper furniture or text-books, or if a single child be unprovided with the means of education; and to you will appertain the satisfaction and honor and gratitude, which shall never die, if each school over which you are placed be a living fountain of knowledge and virtue, and if each child within your jurisdiction have unobstructed access to that fountain. Water and bread and clothing are not more needful for the health and growth and comfort of the body, than are the food and pulsations of knowledge to the vital energy and divine distinction of mind. The uneducated child grows up into a mere animal of bones and sinews, with tastes and sympathies and habits as degraded and pernicious as they might be exalted and useful. The destiny of each child in each city and town—especially of the more laborious classes—is, in a great measure, in your hands. You are its chosen educational guardians; and as such you have the power of training and sending him forth an intelligent and useful citizen, or of neglecting and turning him out both a victim and instrument of the worst propensities of our nature.

Our cities and towns are the centres and hearts of large sections of country, and radiate influences, for good or for evil, which are felt over the whole areas of the surrounding circles. This is especially the case in Upper Canada, where domestic relations and every variety of social and business intercourse between town and country are so numerous and intimate.

In your new and responsible position, the first subject which will naturally engage your attention is the *nature of the work which lies before you*. It is to provide primary instruction for children from five to eight years of age—intermediate instruction for those from eight to eleven years of age—and higher instruction for youths from eleven to fourteen. The nature and classification of subjects contained in this course of instruction, need not be here enumerated or stated; but they will at once suggest the proper gradation of schools, and the several departments in the same school, when established upon a large scale and including several teachers.

The providing proper School-houses, furnished with maps, apparatus, and the needful text-books for the pupils; the employment of efficient Teachers, the appointment of an able and active Superintendent, and the selection of an intelligent and faithful local Committee for each School or ward, together with the estimate and provision for the support of Schools, will next engage your earnest attention, and constitute the principal subjects of your future solicitude and labours. A *division of labour* will be one of the most convenient, if not essential, means of accomplishing these purposes with any degree of facility and success: such as the appointment of a Committee on School-houses; a Committee on the qualifications, employment and salaries of Teachers; a Committee on text-books and apparatus; a Committee on examinations and discipline; a Committee of Ways and Means, and another on Accounts. In smaller towns and incorporated villages, so minute a division of labour among the Members of the Board of Trustees will not be necessary. Most of these Committees should report once a month at the monthly meeting of the Board of Trustees; the Committee on School Examinations should attend the Quarterly Examinations of the Schools, and should report the result of examination in each School. The local Superintendent (who should be a practical Teacher, a man of virtue, a lover of youth, and an ardent friend and promoter of knowledge) should visit each of the Schools and report on their state and progress at least once a month; and his report should specially include, among other things, a statement of the manner in which the School Registers are kept, and the character of attendance of pupils, as well as the character of organization, classification, teaching and discipline in each school. He should have Quarterly Meetings of the Teachers, to interchange views on various points of instruction and discipline, in order to promote harmony of action, and cause the whole system of schools in each city and town to tend towards a high and uniform standard of excellence.

To enter into a minute detail of all the regulations and proceedings which must be adopted in order to establish and maintain a proper system of schools in each city and town, would entirely exceed the limits of this circular. The importance, objects and peculiar features of this system of schools, I explained, at some length, in a circular addressed to the Heads of City and Town Corporations in January, 1848, on the introduction of the City and Town School Act, 10th and 11th Vic. chap. 19, and which will be found in the first volume of the *Journal of Education*, pages 16-24. And the economy and great practical advantages of this system of schools in cities and towns where it exists in the neighbouring States, are shewn in the same volume of the same *Journal*, pages 121-123, and 150-153.

Under these circumstances, it would be superfluous for me to dwell at length upon the subject anew; but to aid you as far as in my power in the great work on which you are now entering, I have purchased, and I hope soon to be able to place into the hands of the Board of School Trustees for each city and town in Upper Canada, Mr. Barnard's unrivalled work on "*School Architecture*—an octavo volume of nearly 400 pages, containing upwards of 300 illustrations, and embracing all the important improvements which have been made in the last few years in the construction of school-houses for schools of every grade, from the infant school to a Normal School, with suitable plans for the construction and arrangement of seats, desks, and for warming and ventilation, for appendages, grounds, &c." I will also endeavour to procure for each Board of School Trustees, whom I am now addressing, a copy of the "*Rules and Regulations for Public Schools*" which have been adopted by the Boards of Education or Trustees in the cities of *Boston* and *Providence* (Rhode-Island), and under the operation of which the most complete and efficient system of Schools has been matured which, I think, exists in any city or town, either in Europe or America. Our

School Law confers upon you all the powers of establishing and maintaining your schools (Classical as well as Common,—see 12th section, 4th clause) which are conferred upon the School Corporations of the cities referred to; and my earnest desire and prayer is, that you may be disposed and enabled to exercise these powers with like wisdom, patriotism and success.

It is in the character and facilities of public school education in their cities and towns that our American neighbours far excel us. I think our rural schools, as a whole, are advancing more rapidly than theirs; but in each of their cities and towns they have in efficient operation an uniform and magnificent system of schools, the advancement of which is the highest ambition of their highest citizens, and which offers FREE education to the poor as well as the rich—to all classes upon equal terms according to property. In all our cities and towns we now have substantially their school law; and I fervently hope we shall soon have as good, and even better schools. It is with the elective Board of School Trustees in each city and town in Upper Canada to say whether this shall be so or not.

I have the honor to be, Gentlemen,
Your most obedient servant and fellow-labourer,

E. RYERSON.

P. S.—It may be proper for me to make an explanatory remark on the nineteenth section of the School Act, authorizing, under certain circumstances, the establishment of Protestant and Roman Catholic Separate Schools. In my late Circular to Township Councils, I have remarked upon this provision of the Act, and shown that it is no new provision, but one which has existed upwards of seven years—since the commencement of our present Common School system. It has clearly been intended from the beginning as a protection of the minority against any oppressive or invidious proceedings on the part of the majority in any School division, in addition to the ordinary provision of the Act, prohibiting the compulsory attendance of any child upon a religious exercise, or reading a religious book, to which his parents or guardians shall object. The existence of so few separate schools (only about fifty in all Upper Canada, and nearly one-half of them Protestant), shows that the provision for their establishment is rarely acted upon,—as the local school authorities seldom find occasion for it. And as there can be no Separate School in a school division, unless the Teacher of the mixed school is of a different religious persuasion from the applicants for such Separate School, the local Board of Trustees can always, if they think proper to do so, make such a selection of Teachers as will prevent the establishment or continuance of separate schools.

E. R.

[OFFICIAL.]

Notice to the Local Superintendents of Schools, and the Trustees of District Grammar Schools throughout Upper Canada.

EDUCATION OFFICE,
Toronto, 8th October, 1850.

By the 28th section of the School Act, 13th and 14th Victoria, chapter 48, the Board of Trustees of the Grammar Schools and the Local Superintendents of Schools in each County or Union of Counties, are constituted a Board of Public Instruction for such County, or Union of Counties; and under the authority given in the 35th section, and 3rd clause of said Act, I hereby appoint the first meeting of each County Board of Public Instruction to be held on Thursday, the fourteenth day of November next, at 10 o'clock, A. M., at the place of the last meeting of the Council of such County, or Union of Counties. When once assembled, the law authorizes each County Board to appoint the times and places of its own meetings.

E. RYERSON,
Chief Superintendent of Schools, U. C.

Circular from the Chief Superintendent of Schools to each of the County Boards of Public Instruction in Upper Canada.

[OFFICIAL.]

EDUCATION OFFICE,
Toronto, 8th October, 1850.

GENTLEMEN:—

I transmit you herewith a copy of the Programme for the Examination and Classification of Teachers of Common Schools, which has been adopted by the Council of Public Instruction, as required by the School Act, 13th and 14th Victoria, chapter

48; and I think it proper, at the same time, to make a few explanatory and practical remarks on the subject.

1. You will observe that the standard of qualifications prescribed for each class of Teachers, is extremely low;—lower indeed, than in strict propriety it ought to be—lower than it is for Common School Teachers in Ireland—lower than it will doubtless be in Upper Canada in the course of three or four years. The standard here laid down for first class Teachers, will probably soon be applied to second class Teachers, and that of second, applied to third class Teachers, and no persons will be admitted into the public schools as legally qualified Teachers whose qualifications will not enable them to secure a second class certificate according to the accompanying Programme. But the Council of Public Instruction has had regard to the present circumstances of the country, to the fact that this is the first step which has yet been adopted for establishing an uniform standard and system of examination of teachers throughout Upper Canada. It is painful to think, that there should be a necessity in any part of the Province, to license persons as teachers with no higher qualifications than those required of third class teachers in the accompanying Programme; but it is hoped such a necessity will not long exist: and every teacher of this class should be impressed with the consideration, that if he wishes to be recognized in future years as a legally qualified Teacher of Common Schools, he must apply himself diligently to the acquisition of higher qualifications. The profession of School-teaching can only be efficient, and influential, as the qualifications and character of its members are respectable and elevated. The accompanying Programme states the minimum of qualifications required for each class of certificates.

2. But the first, and perhaps most important duty which devolves upon you, is that which precedes an examination into the intellectual qualifications of candidates. The law expressly declares, that "no certificate of qualification shall be given to any person as Teacher, who shall not furnish satisfactory proof of good moral character." This is a vital point, on which you are called to pass a conscientious and impartial judgment, before you admit any candidate to an examination. The law of the land thus makes you the moral guardians of the children and youth of your respective counties, as far as depends upon the moral character of their Teachers, the same as the Divine law makes you the guardians of your own children; and you should certainly license no character to teach the former, whom you would not permit to teach the latter. Many representations have been made to this Department respecting, intemperate, and profane, and Sabbath-breaking Teachers. To what extent these representations are well founded, is not for me to say. But when so many parties have been individually authorized to license Teachers, it were not surprising if isolated individual firmness should be overcome by the importunity of a candidate in some instances, backed by requests of inconsiderate Trustees. Now, however, you meet in Council; the candidates come before you on common ground; you judge of the "moral character" of each by a common rule; you are less liable to those plaintive appeals and pleas which have so often been pressed upon the feelings of individual Superintendents and Visitors. I can not but regard it as your special mission to rid the profession of common school teaching of unworthy characters and of wholly incompetent persons, to protect the youth against the poison of a vicious teacher's example, and to lay the foundation for greatly elevating the profession of school teaching, and greatly increasing the efficiency and usefulness of Common Schools. The moral character of teachers involves the deepest interests of our offspring, and the widest destinies of our country. No lax expediency or false delicacy should be permitted to endorse a person of irregular habits or doubtful morals as a "good moral character," and let him loose upon society, authorized and certified as a duly qualified Teacher of its youth. I am sure you will agree with me, that your certificate should state what you believe to be strictly true, and therefore be a guarantee to Trustees of Schools and parents of children, in regard to the moral character and intellectual qualifications of every Teacher whom you shall license.

3. As to your examination of candidates in the several subjects mentioned in the Programme, I had at first intended to have prepared some general questions on each subject, as hints both to examiners and candidates for certificates of different classes; but on further consideration, I found it would occupy too much space, and might probably be better left to the discretion and judgment of

Examiners themselves. I would only suggest, therefore, as all the candidates present at any meeting of a County Board of Examiners will probably be examined in a single class, the candidates entitled to the lower class certificates may be relieved from remaining (except as mere spectators,) at the continuation of the examination of those who are deemed competent to be examined in the subjects prescribed for the higher class certificates; and that as the object of the examination is, to ascertain not only the nature and extent of the attainments of the candidates, but their capacity to teach others what they know themselves, the examination, in each subject of the programme, should be specially adapted to elicit this primary qualification of a good Teacher, as also his knowledge of school organization, classification, and government.

4. It only remains for me to advert to the mode of calling the first meeting of County Boards of Public Instruction, and of holding their future meetings. As the mode of calling the first meeting is left as a matter of instruction from this Department (section 35, clause 3.), I have thought it would be most convenient for the members of each County Board to meet about the middle of November, and have appointed that time accordingly. Each County Board once assembled, will ever after, according to law, appoint the times and places of its own meetings. It is submitted, whether the first meeting of each County Board of Public Instruction would examine Teachers at all; whether the members present at such meeting might not consider and determine their mode of proceeding in the admission of candidates to examination, and in the mode of examining them—assigning to one or more members the duty of conducting the examination in each branch or subject prescribed in the Programme; and then appointing the time and place, or times and places for the examination of Teachers—giving due publicity of the same. As but three members of the County Board are required to be present at any meeting for the examination and licensing of Teachers, they might at a general meeting agree to meet in sections of three or four members each at places most convenient for the examination of Teachers for different specified portions of the County—especially if it be large. As by the 15th Section of the Act, the certificates of qualification to Teachers, given by local Superintendents, are valid during the current year, the meetings and proceedings of the County Boards will have reference to 1851 and future years.

No branch of a system of public instruction has ever been brought into operation in any country, without much anxious toil; and the efficient commencement of this most important and too long neglected department of our school system, will require no inconsiderable labour and much patient and earnest purpose to promote the welfare of the rising generation. The more serious and difficult part of the task will soon be accomplished, while the results cannot fail to be extensively beneficial, alike upon the application, the aspirations and improvements of Teachers, the character of the Schools, and the progress and interests of the pupils.

I have the honor to be, Gentlemen,
Your most obedient servant,

E. RYERSON.

PROGRAMME

Of the Examination and Classification of Teachers of Common Schools, prescribed by the COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, as required by the Act, 13th and 14th Victoria, chapter 48, section XXXVIII.

TO BE IN FORCE UNTIL REPEALED OR REVISED BY SAID COUNCIL.

N.B.—Candidates shall not be eligible to be admitted to examination, until they shall have furnished the Examiners with satisfactory evidence of their strictly temperate habits and good moral character.

I. QUALIFICATIONS OF THIRD CLASS TEACHERS.

Candidates for certificates as Third Class Teachers, are required:

1. To be able to read intelligibly and correctly any passage from any common reading book.
2. To be able to spell correctly the words of an ordinary sentence dictated by the Examiners.
3. To be able to write a plain hand.
4. To be able to work readily questions in the simple and compound rules of Arithmetic, and in Reduction and Proportion, and be familiar with the principles on which these rules depend.

5. To know the elements of English Grammar, and be able to parse any easy sentence in prose.
6. To be acquainted with the elements of Geography, and the general outlines of the Globe.
7. To have some knowledge of School organization and the classification of pupils.

II. QUALIFICATIONS OF SECOND CLASS TEACHERS.

Candidates for certificates as Second Class Teachers, in addition to what is required of candidates for Third Class certificates, are required:

1. To be able to read with ease, intelligence, and expression, and to be familiar with the principles of reading and pronunciation.
2. To write a bold free hand, and to be acquainted with the rules of teaching writing.
3. To know Fractions, Involution, Evolution, and commercial and mental Arithmetic.

[Female candidates for this class of certificates will only be examined in Practical, and mental Arithmetic.]

4. To be acquainted with the elements of Book-Keeping.
5. To know the common rules of Orthography, and be able to parse any sentence in prose or poetry which may be submitted; to write grammatically, with correct spelling and punctuation, the substance of any passages which may be read, or any topics which may be suggested.
6. To be familiar with the elements of Mathematical, Physical and Civil or Political Geography, as contained in any School Geography.

III. QUALIFICATIONS OF FIRST CLASS TEACHERS.

Candidates for certificates as First Class Teachers, in addition to what is required of Candidates for Third and Second Class certificates, are required:

1. To be acquainted with the rules for the mensuration of Surfaces and Solids, and the elements of Land Surveying.
2. To be familiar with the simple rules of Algebra, and be able to solve problems in Simple and Quadratic Equations.
3. To know the first four books of Euclid.
4. To be familiar with the elements and outlines of General History.
5. To have some acquaintance with the elements of Vegetable and Animal Physiology and Natural Philosophy, as far as taught in the Fifth Book of the National Readers.
6. To understand the proper organization and management of Schools and the improved methods of teaching.

N.B.—Female candidates for first class certificates will not be examined in the subjects mentioned in the first three paragraphs under this head.

By Order of the Council of Public Instruction for Upper Canada.

J. GEORGE HODGINS,

Recording Clerk,
C. P. I.

EDUCATION OFFICE, TORONTO.

Adopted the 3rd day of October, 1850.

GENERAL FORM

OF CERTIFICATES OF QUALIFICATION FOR COMMON SCHOOL TEACHERS IN UPPER CANADA.

To be granted by County Boards of Public Instruction, in accordance with the foregoing Programme of Examination.

This is to Certify, that of the faith, having applied to the BOARD OF PUBLIC INSTRUCTION for the County [School Circuit or United Counties] of for a Certificate of Qualification to teach a Common School, and having produced "satisfactory proof of good moral character," the BOARD has carefully examined him [or her] in the several branches of study enumerated in the "Qualifications of [third, second, or first, as the case may be] class Teachers," contained in the "PROGRAMME OF THE EXAMINATION AND CLASSIFICATION OF TEACHERS OF COMMON SCHOOLS, PRESCRIBED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA," adopted the 3rd day of October, 1850: and having found the said well qualified to teach the several branches therein named, the BOARD, as authorized by the 29th section of the Act, 13th and 14th Victoria, chapter 48, hereby licenses him [or her] to teach any Common School in the [If a first class Certificate, here insert the name of the County, School Circuit, Union of Counties, or City; if a second class Certificate, the name of the Township; and if a third class

Certificate, the name of the School Section in which the Candidate is authorized to teach,—to be determined, at the discretion of the Board.]

This Certificate of Qualification to remain in force [for one year from the date hereof, or until annulled according to law—to be determined by circumstance, and the class of the Certificate granted.]

DATED this day of, one thousand eight hundred and

N.B.—Each Certificate should be signed by the Chairman of the Board, and must also have the signature of a Local Superintendent of Schools. See 2nd clause of the 20th section of the Act.

PROGRAMME OF EXAMINATION AND COURSE OF STUDY FOR THE TEACHERS OF THE IRISH NATIONAL SCHOOLS.

[In connexion with the foregoing we think it will prove useful and interesting to insert the following for the purposes of reference.—Ed. J. or E.]

QUALIFICATIONS OF PROBATIONARY TEACHERS.

The Candidates will be required:—

1. To read with correctness, ease, and intelligence, any passage selected in the first four Lesson Books.
2. To write a bold, free hand, and exhibit a knowledge of the principles of penmanship, and of the rules for teaching writing.
3. To write from dictation, with correct spelling, any passage read slowly from the Third Lesson Book.
4. To be familiar with the principles of the elementary rules, and with Proportion, and be able to work, with facility, neatness, and accuracy, sums in these rules, and in Commercial Arithmetic.
5. To parse any short, easy sentence in prose, and to exhibit an acquaintance with the Elements of Grammar.
6. To be acquainted with the general outline of the great division of the Globe.

The Female Candidates will not be required to know Commercial Arithmetic.

QUALIFICATIONS FOR THE THIRD CLASS.

The Candidates for promotion to this Class will be required:—

1. To read with ease and expression; and be familiar with the principles of Reading, and with the principles and difficulties of Pronunciation.
2. To write from dictation, in a neat, free hand, with correct spelling and punctuation, any passage read from the National Lesson Book.
3. To know, in addition to the rules mentioned in the course of Probationers, Fractions, Involution, Evolution, and to be acquainted with the rules of Mental Arithmetic.

Female Teachers will not be required to proceed beyond Practice to qualify for this Class.

4. To parse any sentence submitted to them, and to analyze words, giving the roots, prefixes, and affixes.
- Female Teachers will not be examined to the same extent in the latter exercise.*
5. To know the elements of Mathematical and Physical Geography, the Geography of Ireland, and the general Geography of Europe.
6. To be acquainted with the principles of Book-keeping, and the mode of keeping Farming Accounts.
7. To be acquainted with the Measurement of Plane Surfaces.
8. To be familiar with the improved modes of Teaching, and with the Rules and Regulations of the Commissioners.
9. To be prepared for Examinations on the subjects treated of in:—

The National Lesson Books, to the Fourth inclusive;
Easy Lessons on Money Matters;
Introduction to the Art of Reading, 1st Part;
Spelling-Book superseded;
Geography Generalized, first eight Chapters;
* Board's Treatise on Book-keeping;
* Board's Mensuration, Sections 2 and 7;
Outline of the Methods of Teaching;
* Whatever Agricultural Class Book may be hereafter published or sanctioned by the Board for the use of their Schools.

QUALIFICATIONS OF SECOND CLASS TEACHERS.

They will be required:—

1. To write grammatically, and with correct spelling and punctuation, the substance of an easy lesson read twice over.
2. To know the general Geography of the remaining great divisions of the Globe, the Geography of the British Empire, and of Palestine.
3. To be acquainted with the outlines of general History.
- The Female Teachers will be examined on Mental Arithmetic.*
4. To possess some knowledge of the elementary principles of Mechanics, Hydrostatics, Pneumatics, Optics, and Physiology.
5. To know the First and Second Books.
6. To be familiar with the rules for the Measurement of Solids, the principles on which these rules depend, and with the elements of Land Surveying.
7. To know the elementary rules, and be able to solve Simple Equations.

8. To be prepared for examination on the subjects treated of in:—

Fifth Book of Lessons, Sections 2, 3,*4;*
Introduction to the Art of Reading, Part II;
* Geography Generalized;
* Epitome of Geographical Knowledge, Book III, and Period VII. of Book IV.;

* Board's or Thompson's Treatise on Arithmetic;
* Thompson's Euclid, Books I. and II., with the exercises thereon;
* Thompson's Algebra, Chapters 1, 2, 4, and 8;
* Board's Mensuration, Sections 4, 5, 6, and 11;
* Lessons on Reasoning, Parts I. and II.;

* Professor M'Gauley's Lectures on Natural Philosophy, Part I., Chapters 6, 7, 8, 9, and the first 28 paragraphs of Chapter 10.

QUALIFICATIONS OF FIRST CLASS TEACHERS.

They will be required:—

1. To write a short essay on a given subject connected with the organization and management of Schools, and the general principles of Education.

The Female Teachers will be examined on the 3rd Section of the Fifth Book, the Geography Generalized, and the 3rd Book of the Epitome of Geographical Knowledge.

2. To know the Third and Fourth Books.
3. To be acquainted with the resolution of Plane Triangles, and with the use of Logarithms.
4. To know Quadratic Equations.
5. To have a popular acquaintance with the Laws of Heat, and the structure of the Steam Engine, and the elements of Chemistry.

6. To be prepared for examination on the subjects treated of in:—

* Fifth Lesson Book, Sections 1 and 5;*
* Lessons on Reasoning, Parts III., IV., and V.;

* Thompson's Euclid, Books III. and IV., with Exercises thereon;
* Thompson's Algebra, Chapters 3, 5, 6, and 9;
* M'Gauley's Lectures on Natural Philosophy, Par. II., Chapters 6, 7, 8, 9, and 10;

* Johnson's Catechism of Agricultural Chemistry, or any other Treatise on the same subject which the Commissioners may publish or sanction.

The Female Teachers will not be required to be prepared on the subjects marked with an * asterisk.

Candidates for promotion must be prepared for examination on any of the subjects prescribed for the Class or Classes below that to which they desire to be raised.

GENERAL CONDITIONS.

The minimum of proficiency required of the Teachers of each Class is stated in the preceding programme.

All newly appointed Teachers, who have not previously conducted National Schools, are considered as probationers, and must remain as such for at least one year, at the expiration of which time, they will be eligible for classification, and may be promoted, even before being trained, to any Class except the First: if promoted they will receive the full amount of Salary to which they may become entitled, from the commencement of the second year of their service under the Board.

All Teachers must remain at least one year in a lower division of any Class, before they are eligible for promotion to a higher division of the same; and they must remain two years in a lower Class before they are eligible for promotion to a higher Class.

This Regulation does not apply to Probationary Teachers, nor to Teachers who may be promoted on the recommendation of the Professors at the termination of the course of training.

None but Teachers trained at the Normal School of the Commissioners are eligible for promotion to any division of the First Class, and only upon the recommendation of the Professors, or of a Board of Inspectors.

Examinations are to be held, at specified times, by the Inspectors, with the view of promoting meritorious Teachers; while those who may have conducted themselves improperly, or in whose Schools the attendance has considerably decreased, will be liable to be depressed.

No Teacher will be admitted to examination with a view to promotion, on whose School a decidedly unfavourable report has been made by the District Inspector within the previous year.

Teachers will not be eligible for promotion, unless, in addition to satisfactory answering in the course prescribed for the Class to which they aspire, it appears from the reports of their respective District Inspectors that their Schools are properly organized and well conducted, that adequate exertions have been made by them to keep up a sufficient average attendance: that their junior Classes are carefully taught, and that a fair proportion of the Pupils of the higher Classes, besides being proficient in the ordinary branches of Reading, Spelling, and Writing, are possessed of a respectable amount of knowledge in, at least, Grammar, Geography and Arithmetic. In female Schools it will be farther requisite that instruction in plain Needlework, including sewing, knitting, and cutting-out, be given to all girls capable of receiving it, and that they exhibit a due proficiency in this department.

It must also appear from the reports of their Inspectors, that their School Accounts have been regularly and correctly kept, that their Schools and School premises have been preserved with neatness and order, and that cleanliness in person and habits has been enforced on the children attending them.

None can be appointed as Assistant Teachers whose qualifications are not equal to those required of Probationers.

Satisfactory Certificates of character and conduct will be required of all Candidates

JOURNAL OF EDUCATION.

TORONTO, OCTOBER, 1850.

TWO OBJECTIONS TO THE SCHOOL ACT ANSWERED AND ITS PROVISIONS ILLUSTRATED BY REFERENCES TO THE EXAMPLES OF THE NEIGHBOURING STATES.

It would be strange if no objections were made against some provisions of any school law. In the States of New-York and Pennsylvania, whole counties rose against the Common School law on its first enactment; and their opposition, in some instances continued for years. But it has long since ceased—especially in the former State—and the discords of former ignorance, selfishness and faction are drowned and forgotten in the universal acclamations of joy and triumph at the noble achievements of their common school system. So it has already begun to be in Upper Canada; and so we are confident, from the history of the past, it will soon be universally. In the mean time, among several criticisms too trivial to merit notice, two objections have been made to certain provisions of our School law, on which it may be proper, once for all, to remark; not because the objections have been made by any considerable portion of the Canadian press, or that they are characterised by the least research or consideration, or that they have been made in any spirit of courtesy or candour; but simply that all who earnestly desire the universal education of Canadian youth, and who are patriotically labouring to promote that object, may have the means at hand to refute the only plausible pretext for hostility that the most unscrupulous pens have been able to devise.

It has been objected, that the Provincial Superintendent of Schools has power to decide certain questions submitted to him, and to give instructions for the execution of School Act, and that the Provincial Council of Public Instruction has power to prescribe the Books to be used in the Schools, and to make regulations for their organization and government.

These objections are put forth, as if the matters objected to were novel monstrosities enacted for the first time in the present School Act: whereas precisely the same provisions (only more comprehensive in reference to the Superintendent) have existed in our School law nearly five years, and without a shadow of suspicion that constitutional liberty has not been secure, or that a human being has been wronged,—nay, in the face of the fact, that our Common Schools have advanced with unprecedented rapidity. Were there anything in these provisions of the Act of the character alleged by the objectors, the last five years would surely have furnished some illustrations. Their entire silence in respect to facts, and their entire volubility in unsupported assertions, sufficiently indicate the baselessness of their objections.

In every system there must be some head, whether in a school or in a nation, whether under a monarchy or a republic, whether of public instruction or public revenues. Whatever may be the powers of the Provincial Superintendent of Schools, he is responsible for the exercise of them in every particular. If he does a wrong to the humblest individual in the country, his decision can be complained of, and he be brought to account accordingly; if he be unfaithful in any part of his duty, he can be arraigned and dismissed. His responsibilities are, therefore, commensurate with his powers, and the assertions of some writers about "irresponsible government" in connexion with the office of Chief Superintendent of Schools, are mere figures of speech and spectres of imagination.

Our American neighbours are proverbial for not giving their State officers greater powers than are required by the exigencies of the public service. What are the powers, then, with which the people of the State of New York have felt it necessary, during an experience of nearly forty years, to invest their State Superintendent of Common Schools? The following is a summary account of these powers, given in a "Digest of the Common School System of the State of New-York," compiled by S. S. RANDALL, Esq., present General Deputy Superintendent of the Schools:

"At the head of the whole system—controlling, regulating, and giving life and efficacy to all its parts, is the Chief Superintendent. He apportions the public money among the several counties and towns; distributes the laws, instructions, decisions, forms, &c., through the agency of the County and Town Superintendents, to the several districts—is the ultimate tribunal for the decision of all controversies arising under any of the laws relating to Common Schools—keep up a constant correspondence with the several officers connected with the administration of the system in all its parts, as well as with the inhabitants of the several districts; exercises a liberal discretionary power, on equitable principles, in all cases of inadvertent, unintentional, or accidental omissions to comply with the strict requisitions of the law; reports annually to the Legislature the condition, prospects, resources, and capabilities of the Common Schools, the management of the School Fund, and such suggestions for the improvement of the system as may occur to him; and vigilantly watches over, encourages, sustains, and expands to its utmost practical limit the vast system of Common School Education throughout the State." (p. 30.)

Then respecting the very points on which certain writers have been ringing the changes relative to our School law, the following is the New-York State Law:

"The Superintendent shall prepare suitable forms and regulations for making all reports and conducting all necessary proceedings, under this Act, and shall cause the same, with such instructions as he shall deem necessary and proper, for the better organization and government of Common Schools, to be transmitted to the officers required to execute the provisions of this Act throughout the State. (Passed in 1812, and still unreppealed and unmodified, after the experience of nearly 40 years.)"

Our school law gives the Chief Superintendent no power to make "regulations for the organization and government of Common Schools;" that power is vested in the Council of Public Instruction. Besides, "each neglect or refusal" on the part of any of the local School officers, to observe the "regulations or decisions" of the New-York Superintendent, renders such party liable to a penalty varying from ten to twenty-five dollars. The following are additional provisions of the New York State School Law, relative to the powers of the Superintendent of Schools:—

"The Superintendent of Common Schools may designate and appoint any one of the Clerks employed by him to be his General Deputy, who may perform all the duties of the Superintendent in case of his absence or a vacancy in his office." Passed in 1844.

"The Superintendent of Common Schools may appoint such and so many persons as he shall from time to time deem necessary, to visit and examine into the condition of Common Schools in any county where such persons may reside, and report to the Superintendent on all such matters relating to the condition of such schools, and the means of improving them, as he shall prescribe; but no allowance or compensation shall be made to said visitors for such services." Passed in 1839.

"Any County Superintendent may be removed from office by the Superintendent of Common Schools, whenever in his judgment sufficient cause for such removal exists; and the vacancy thereby occasioned shall be supplied under his hand and official seal, until the next meeting of the Board of Supervisors of the county in which such vacancy exists." Passed in 1843.

It may be left to the writers who have assailed our School law, to say, whether the Superintendent of Schools in the State of New-York is a despot and the people and teachers "serfs" or "slaves." But we think they themselves must confess that his powers are much greater than those conferred by our law on the Chief Superintendent of Schools in U.C. This is so, even in respect to the Normal School; for there the State Superintendent is not merely a member of a Council having the management of the Normal School, but has co-ordinate and co-equal power with such Council. The New-York State Law on this subject is as follows:

§ 3. The said Normal School shall be under the supervision, management and government of the Superintendent of Common Schools and the Regents of the University. The said Superintendent and Regents shall, from time to time, make all needful rules and regulations to fix the number and compensation of teachers and others to be employed therein; to prescribe the preliminary examination and the terms and conditions on which pupils shall be received and instructed therein, the number of pupils from the respective localities and counties, conforming as nearly as may be to the ratio of population, to fix the location of the said school, &c., &c. Passed in 1844.

The writers to whom we have referred have also attacked that provision of our law which authorises the Chief Superintendent to appoint suitable persons in the several counties and ridings to hold Teachers' Institutes, and make regulations for their management. The following is the School law of the State of Connecticut on this subject—a provision from what that of our law was adopted:

GENERAL ASSEMBLY, MAY SESSION, A. D., 1848.

Resolved by this Assembly, That the Superintendent of Common Schools be, and he hereby is, directed to employ suitable persons to hold, at not more than sixteen convenient places in the different counties of the State, in the months of September and October, annually, schools of teachers not exceeding one week each, for the purpose of instructing them in the best modes of governing and teaching our common schools, &c.

Let us turn now to the democratic State of Michigan where the latest and most perfect system of public education has been adopted which exists in any of the Northern States. The second and third sections of the School law of that State is as follows:

"Sec. 2. The Superintendent of Public Instruction shall prepare and cause to be printed with the laws relating to primary schools, all necessary forms and regulations for conducting all proceedings under said laws, and transmit the same, with such instructions relative to the organization and government of public schools, and the course of studies proper to be pursued therein, as he may deem advisable, to the several officers entrusted with their arrangement and care.

"Sec. 3. Such laws, forms, and instructions, shall be printed by the person having contract for the State printing, in pamphlet form, with a proper index; and shall also have annexed thereto, a list of such school books as the Superintendent shall think best adapted to the use of the primary schools, and a list of books containing not less than two hundred volumes suitable for Township Libraries, with such rules as he may think proper to recommend for the government of such libraries." Passed in 1842.

Whether the writers who have assailed our School law, are entirely uninformed as to what is passing in the neighbouring countries on school matters, or whether they presumed upon the entire absence of such information on the part of their readers, we are unable to say; but we doubt not every candid person of any party will be satisfied, that the powers of the Superintendent of Schools in Upper Canada are much less than those possessed by Superintendents of Schools in the "free and democratic States" bordering on our southern and eastern frontier; and that there must be a strong and evident necessity for these provisions of the school law, or they would not exist in such States.

Then on the subjecting of selecting and prescribing text-books for the schools, and the selection by our Council of Public Instruction of one series of such books, which has been objected to. What is the judgment on this point by those whose love and conceptions of liberty will hardly be called in question by any of the assailants of our School law? The following are the sentiments of the Massachusetts Board of Education:

"The multiplicity of school books, and the imperfection of many of them, is one of the greatest evils at present felt in our Common Schools. The Board know of no way, in which this evil could be more effectually remedied, than by the selection of the best of each class now in use, and a formal recommendation of them by the Board of Education. Such a recommendation would probably cause them to be generally adopted; but should this not prove effectual, and the evil be found to continue, it might be deemed expedient to require the use of the books thus recommended, as a condition of receiving a share of the benefit of the school fund."¹

But it is needless to multiply testimonies of this kind, a volume of which might be collected. It is a settled question among educationists of all countries. But we will add a few illustrations of the application of the principle at this moment in the State of Michigan. It will be seen by the foregoing extracts from the law of that State, that the individual Superintendent is the authority created for the selection and recommendation of both text and library school books throughout the State. A former Superintendent had sought to please all parties by recommending three or four text-books in each branch of school instruction, and thereby failed to secure the important object of uniformity of text-books in the schools. The present State Superintendent—a man of acknowledged ability and energy—has determined to sanction one, and but one, series of text-books for all the schools in the State. The men whose book-making and book-selling craft is endangered by this promotion of the public interests, have assailed the judiciousness of the State Superintendent's selections; but even these interested parties have too much self-respect to call in question the propriety of such authority, as have the Canadian writers to whom we have alluded. To elicit the opinion of the most experienced educationists in Michigan on the subject, the present Superintendent (the Rev. S. NEWBURY) addressed a note to the Rev. Dr. Duffield, an able and competent judge. The reply, together with the following extracts, will show the manner in which the Superintendent is sustained by the enlightened men of all parties throughout the State:

* The Chief Superintendent of Schools for Upper Canada in his Annual Report for 1849, summarily and emphatically states the reasons which induced the Provincial Board of Education to recommend but one series of text-books in the Common Schools of U.C.:

"The great object contemplated and gained by the introduction of a uniform series of text-books in the schools, is three-fold: 1. The substitution of books of superior value for those of inferior value, or of objectionable character. Perhaps no opinion is more unanimous among competent judges, than that many of the books which have been used in our schools, and are still used to some extent, are next to worthless for the accomplishment of the object for which they are used, if not pernicious in their tendency; nor have I heard it pretended on any occasion, much less from any quarter entitled to respect, that the motley variety of school books which chance, time, circumstances, and itinerant vendors have strewed over our country, are comparable in excellence with the series of National School Books, which have been recommended by the Provincial Board of Education for use in all our schools. 2. A second object contemplated by a uniform series of text-books for schools, is the classification of pupils and the greater efficiency of teaching. When there is but one series of Readers, one Arithmetic, one Geography, one Grammar, &c., used in a School, all the pupils of like attainments in such school, in any one branch, can be formed into the same class; and as a public speaker can address one hundred as easily as he can address ten, so a teacher can teach a class of twenty pupils as easily as he can two. The fewer classes, therefore, he has in his school, the more instruction he can give on any one subject, and to each pupil in given time. But pupils cannot be thus classified where there is a diversity of text-books in the different subjects of instruction. The use of an uniform series of text-books in each school will, therefore, add greatly to the value of a teacher's time, and to the amount of knowledge imparted to the pupils, or of mental development by appropriate exercises. And when a teacher becomes familiar with a series of text-books—the order of subjects—and the modes of illustrating them—he can use such accustomed instruments of teaching with more ease and to greater advantage, than when new books are constantly thrust upon him. It is scarcely possible to devise a scheme more seriously to paralyze a teacher's exertions and lessen the value of his labours, than by denying him the means of classifying the pupils of his school, and by distracting his attention and wasting his time in teaching them one by one instead of teaching them by classes. 3. A third object resulting from the use of an uniform series of text-books is their greater cheapness. A merchant can sell an article much cheaper when the demand for it is very large, than when the demand is very limited; and the publisher of a newspaper can afford it at a much less price per annum when the circulation of it is twenty thousand copies, than when it amounts to only one or two thousand. So can the publishers of school-books sell them cheap in proportion to the extent of the demand for them. The more general the demand for any one series of school books becomes, the greater will be the competition and enterprise to supply that demand. The books will then be produced better in quality and lower in price. In whatever light, therefore, we view the introduction of an uniform series of good school books, the gain—the vast gain—is on the side of the pupils and their parents."

SCHOOL BOOKS.

Jackson, Mich., April 4, 1850.

Rev. GEORGE DUFFIELD, D.D.

Dear Sir,—I take the liberty to write you, to ask your views upon a subject which has excited some feeling in the public mind, and one which I feel anxious to see decided in such a manner as shall redound to the interests of education in our State. I wish to obtain your views as to the course pursued by the Superintendent, in recommending a single series of text books for each branch of elementary education, instead of recommending various authors on the same subject, and if you please, give me your opinion of the merits of some of the more important books on the list, such as the Arithmetics and Mathematical course, the Histories, the Philosophies, the English Grammar, and the Rhetorical Reader, or any others you may please to notice. I trouble you with these inquiries because of the great confidence I have in your judgment in such matters, and because of the great interest I have in the adoption of the best means for the progress of the educational interests of our country, my whole time being devoted to this object.

Respectfully and truly, yours, &c.,
SAMUEL NEWBURY.

[REPLY.]

Detroit, Mich., April 19, 1850.

Rev. SAMUEL NEWBURY, Jackson.

Dear Sir,—Yours of the 4th instant was duly received, and I will cheerfully answer, as briefly as I can, your several inquiries. Among the most important and delicate duties, prescribed by law to the Superintendent of Public Instruction, is that of recommending text books to be used in schools. It is important, because the success in teaching depends very much on the character of the books put into the hands of the pupil. It is delicate, because the competition in school books has produced several systems on every branch of elementary education, each, perhaps, possessing some peculiar merit, and on that account enjoying some portion of the confidence of the public.

As a public officer, charged with this duty, the Superintendent could not feel himself at liberty to decline its responsibilities, either by inaction, or by recommending every work presented by an author, or a publisher. This would have increased, rather than cured that growing evil—the multiplication of text books.

It appears from a previous annual report, that there were put upon the list three series of Arithmetic, Thompson's, Emerson's and Davies'. These works are constructed on the plans and methods of teaching quite different from each other; and those three systems, differing in every essential particular, were by the authority of the State placed side by side in the same school. This must necessarily produce confusion. It prevented teachers from arranging pupils of the same age and acquirements into classes; and without classification, there can be no regular and systematic instruction. A variety of text books on every other branch of elementary education was, in like manner recommended, so that scarcely two schools could be found using the same books. It seems that these, and other considerations of a like character, induced the present Superintendent, on entering upon the duties of his office, to examine very carefully, in connection with others whose opinions were entitled to great weight, all the leading text books in use in our State; and after a very careful comparison of them all, he decided to recommend the list appended to his annual report, and it seems to me it would be difficult to make a better selection. I am aware, however, that some have questioned the wisdom of this recommendation. This, indeed, was to be expected, because it affected many interests. Some of the articles published, complaining of the selection of books, are of so grave a character, and so well calculated to mislead the public mind, that I think it due to the interests of education, to give my views, very briefly, of some of the most important of the text books which the Superintendent has recommended, that the public may judge intelligently of the propriety of the selection.

THE ARITHMETICS.

The Arithmetics most in use in this State, were the series of Davies, Thompson, Emerson, and Perkins. The first three of these had been previously recommended. It became necessary to select one or the other of these series, or else to abandon altogether every attempt at system uniformity. Prof. Davies higher course is used, in whole or in part, in more than one hundred collegiate institutions, and has been adopted by our State University. His academical course is adopted and used even more extensively, being used, as I am informed, in over one hundred academies in the State of New York, and his course for common schools has a wide circulation. Now it is manifestly of the first importance to bring all the departments of instruction, the school, the academy and the university into harmony with each other. It is of great consequence that the same terms, definitions and rules laid down in the arithmetics, should be found with only the necessary modifications in the Algebra, and higher branches of Mathematics. And as the higher works were already in general use in the State, the arithmetic constructed on the same general plan was to be preferred on that account.

HISTORIES.

I highly approve the selection of histories on account of the arrangement of the matter—the accuracy of facts—and the general style. It was proper that the Superintendent, in forming his judgment, should give weight to the standing and reputation of the authors, [whose various works were examined], as teachers of youth. Mrs. Willard, whose histories are recommended, has been long and favourably known as the head of one of the most flourishing female seminaries of the country. She is indeed one of the most distinguished educators of the age, and her scholars in nearly every State of the Union bears a living testimony to the fidelity and usefulness of her labours.

PHILOSOPHIES.

The Philosophies recommended, large and small, are well adapted to the use of our schools and academies. They were written by Professor Parker, whose philosophies are used in the public schools of Boston, and are in very general use in other States, and certainly have received the highest commendation from competent judges. From the examination I have given them I think they unite, in the highest degree, the requisites of a good text book, viz: a concise and perspicuous style, correct arrangement of matter, lucid explanations, and unity in all the parts.

GRAMMAR.

The author of the grammar recommended is Mr. W. S. Clark, principal of one of the flourishing academies of New-York. One great merit of this grammar is, that it cannot be taught without the use of the blackboard.

RHETORICAL READER.

Parker's Rhetorical Reader deserves a place in all our schools. The introduction is full of sound sense and practical knowledge, and the principles of good reading, as unfolded by the author, when rightly apprehended by the teacher, cannot fail to secure a supervision of this most invaluable part of a good education, so exceedingly desirable in many schools. I do not deem it necessary to specify, further, the books contained in the list recommended, though much might be said of each one of the most important books on the Superintendent's list.

Having replied to your inquiries, I have only to remark in conclusion, that the duty of selecting a proper list of books has an intimate connection with important public interests—the great interests of common school education. If the public sustain the Superintendent in the recommendation he has made in compliance with the requirements of the law, our schools will soon feel the influence of a common system of instruction, and a check will be put to the efforts which have been made, and are now making, from abroad, to introduce into our schools and system of public instruction, the numerous works which daily come from the press. A uniform system, organized on a permanent basis, will then take the place of the confusion which now prevails, and teachers, and scholars, and parents, and those having charge of the interests of education, will act in concert with each other in carrying forward what we all have so much at heart—the intellectual and moral improvement of the youth of our State.

Respectfully and truly yours, &c.,

GEORGE DUFFIELD,

Pastor of the 1st Pres. Church, Detroit.

I fully concur in the views expressed in the letter of the Rev. Dr. Duffield. I had carefully examined all the works to which he refers with one exception, and think they are the best that can be introduced into our schools. They form a complete system, and as such, I hope they will be received and used by all our teachers.

SAMUEL A. MCCOSKRY,
Bishop of the Protestant Episcopal Church
in the Diocese of Michigan.

I concur in the foregoing views and opinions expressed by Dr. Duffield and Bishop McCoskry.

E. FARNSWORTH,
[Regent of the University of Michigan.]

I concur fully in the views expressed above, regarding the merits of the elementary works specified by the Rev. Dr. Duffield, and generally of the list recommended by the Superintendent of Public Instruction. My opinion of the importance of uniformity in school books is such, that if I did not entirely coincide in the opinion of these gentlemen, I should deem it my duty to lay aside any special predilections I might have for others, in order to do what little there might be in my power to sustain the public authorities in their efforts to accomplish so desirable an object.

ZINTA FITCHER,
[Regent of the University of Michigan.]

I concur very fully in the general views expressed by Dr. Duffield, Bishop McCoskry, Chancellor Farnsworth, and Dr. Fitcher. With the works of Prof. Davies I am familiar; and have no hesitation in recommending their introduction in the schools of this State, as the best system heretofore offered to the public.

CHARLES W. WHIPPLE,
Chief Justice of Michigan.

I fully concur with the recommendation of Bishop McCoskry of the books presented by the Superintendent of Public Instruction, for the use of all schools throughout the State. The acknowledged superiority of the more important books on this list as set forth by Dr. Duffield in worthy of the special consideration of all teachers and all friends of education, who desire to see permanently in our education system an uniformity in instruction. I trust the time is not far distant when this desirable result will be realized.

F. H. CUMING,
Rector of St. Mark's Church, Grand Rapids.

Detroit, May 17, 1850.

Rev. SAMUEL NEWBURY,

Dear Sir,—After a patient examination of the books recommended by our Superintendent for adoption in our schools, I cordially concur in the views expressed by Dr. Duffield. They seem to me almost without exception, to possess merits sufficient to justify the selection and entitle them to universal use in our common schools, and I trust the choice of our Superintendent will be ratified by the people in the uniform adoption of these works.

Very respectfully,
H. D. KITCHEL,
Pastor of the 1st Con. Church, Detroit.

[From the Faculty of the University of Michigan.]

University of Michigan, May 17, 1850.

We, the undersigned, severally fully concur with Bishop McCoskry, Dr. Fitcher, and others, in reference to the views expressed by the Rev. Dr. Duffield with regard to the comparative merits of the books specified in the above letter; and in general as to the list of text books recommended by the Superintendent. As a multiplicity of books issued daily from the press, is constantly urged upon our schools from abroad, we deem it essential to the permanency and prosperity of our system of public instruction, to secure uniformity in text books throughout the State, and we therefore approve the course adopted by the Superintendent—the recommendation of a single set of books on each elementary branch of education instead of inserting upon the list various authors upon the same subject.

G. P. WILLIAMS, Prof. Math. and Nat. Phil.
ANDREW TENBROOK, Prof. Mor. and Int. Phil.
D. D. WHEEDON, Prof. Logic, Rhet. and His.
J. HOLMES AGNEW, Prof. Ancient Languages.
SAMUEL DENTON, Prof. Theory and Practice Med.
Department.

From the Rev. Dr. PENNY, one of the Visitors of the University of Michigan, and formerly President of Hamilton College.

Grand Rapids, 20th June, 1850.

The frequent changes of elementary books in all our schools, although the consequence of a very laudable and desirable ambition, in the cause of education, is nevertheless loudly and justly complained of, as a serious evil; causing loss and perplexity alike to the parent, the teacher, the bookseller, and pupil. It is not easy to find a better remedy than that proposed by our Superintendent of Public Instruction, viz. that by a general and official recommendation of the best books now extant, their general adoption should, as far as possible, be secured, and that, from time to time, such changes should be made, through the same channel, and such only, as a due regard to merit may demand.

JOSEPH PENNY.

From the Rev. J. BALLARD, Principal of the Union School, Grand Rapids.

I entirely concur with Dr. Duffield in regard to the importance of having a uniformity of school books throughout the State, in our primary and higher schools. The effort to produce a uniformity in our school books, and especially in introducing so good a selection, meets with my hearty concurrence.

JAMES BALLARD, Principal of Union School.

Grand Rapids, June 20, 1850.

From the Teachers of the Female Department in St. Mark's College, Grand Rapids.

The list of school books selected by the Superintendent of Public Instruction as far as examined by the undersigned, elicits our entire commendation, both from the character of the text-books, and the design of uniformity throughout the State. We most cheerfully recommend them to our patrons, and also to the attention of those who are engaged in the advancement of educational interests.

J. A. HOLLISTER.
G. W. MOORE.

Grand Rapids, June 20, 1850.

From the Detroit Free Press.

It is by law made the duty of the Superintendent of Public Instruction to recommend text books for use of the schools in this State. Repeated changes of text books in schools is the source of much vexation and expense to parents; and while it is desirable, it seems to us, to avoid this, we are inclined to think uniformity in the books throughout all our schools is exceedingly important. This is not to be secured in any other way, so far as the recommendation of the Superintendent is concerned, but in the selection of a single set of books. Heretofore, we believe, various text books in the several branches of education, have been recommended, and this has been the source of much difficulty with school officers in making the selection which would secure a desirable uniformity in the text books.

From the Jackson Patriot.

The list of books selected by the Superintendent of Public Instruction, we are glad to see, elicits the entire commendation of the Press. This is right, and speaks well for the interest felt on this subject in different sections of the State.

We bespeak for the whole list of books recommended, a critical examination. One very important feature in this selection we notice, is, the Superintendent recommends but one author on the same branch of study.—The object is to secure, as far as practicable, uniformity of text books in our District Schools. We sincerely hope that school officers, teachers, and the friends of Common Schools throughout the State, will co-operate with the Superintendent in a work so vital to the interests of our schools.

From the Detroit Daily Advertiser.

The Superintendent of Public Instruction has, after examining them, recommended a series of books as best adapted to the use of our common schools throughout the State. The necessity of uniformity in school books in the primary branches of education is quite apparent. To bring about this uniformity, the co-operation of school teachers and school Boards is important and necessary.

From the American Citizen.

The necessity of uniformity in books used in Common Schools, has long been seen and felt, and we are pleased to notice the efforts of the Superintendent of Public Instruction, and the President of the Board of Education, to establish a list to be introduced in every common school throughout the State. Those interested in education will hail with pleasure the attempt of these gentlemen to accomplish an object which must, without fail, eradicate an evil of long standing and a serious obstacle in our otherwise rapid strides towards a perfect system of free schools. Here is a theory recommended, which if successful, will give to our system of Common School Education alasting benefit and healthy advancement.

From the Macomb County Herald.

We are glad to notice that the Superintendent has, upon full examination, determined to recommend the list of books hereinafter enumerated, for the use of all the schools in this State. This effort at uniformity, if successful—as we trust it may be—cannot otherwise, in our opinion, than aid materially in the great cause of education.

The importance of uniformity in the school books throughout the State, must, upon a moment's reflection be, we think, apparent to all. The schools can be more certain of being supplied with books, and at much lower prices. The merchants in the country, and others who are generally expected to supply the books, will be at no loss to know what kind of books to purchase and to keep on hand. But to be successful in his efforts at reform in this measure, it is highly important that the Superintendent should meet with the hearty co-operation of the several School Boards, and the friends of education generally, throughout the State; and we really hope there will be no lack of such co-operation.

From the Michigan Farmer.

The selection of books recommended by our State Superintendent of Public Instruction, to be used in the schools of this State, we regard as a judicious one. His task was a delicate and difficult one—the selection was to be made from a great variety of authors, all pressing their claims to public favour, and all having their characteristic excellences and defects. He has done it well—done it, in our opinion, in the exercise of a wise discrimination, and a just regard to the high interest committed to his trust.

In the 4th Annual Report of the Superintendent of Common Schools, Connecticut, the evil of a variety of text-books in the Schools is thus deplored:

“This diversity of books, was found to present a very serious obstacle to any proper classification of the pupils, as well as a source of great annoyance and unnecessary expense to parents. Every removal of the family from one district to another, required heavily or quite an entire change in the school books for the children. And the local changes in the several districts, being under no suitable restraint or supervision from the Board of Visitors, were so frequent as to increase the difficulties still more.”

Various other reference to the all-important subject of a uniformity of text-books in all our Schools will be found in previous numbers of this *Journal*. The more important will be found on pages 7, 8, 9, 31, 63, and 372 of Volume I. and page 119 of Volume II.

COMMON SCHOOL LIBRARIES IN UPPER CANADA.

In our June number we had the pleasure of inserting an excellent and valuable letter from R. Bell, Esq., M.P.P., for the County of Renfrew, on the advantage and propriety of applying the Tavern License Fund of the several Counties to the purchase and maintenance of Common School libraries therein. We have had much satisfaction therefore in finding that the Township in Mr. Bell's own neighbourhood has been the first to profit by the admirable suggestion of its representative. We cordially unite with the Editor of the *Lanark Herald* in hoping “that every other Township not only in these united Counties [of Lanark and Renfrew,] but in the Province will follow so good and so enlightened an example as so nobly set them by Beckwith.”

We anticipate with much confidence that the present official mission of the Chief Superintendent of Schools to the United States and Europe, will result in placing within the reach of each School Section in Upper Canada, very satisfactory and highly advantageous facilities for procuring the best description of books for school libraries.

The Editor of the *Lanark Herald* remarks:—

“It gives us great pleasure to learn, that the Municipal Council of the Township of Beckwith has unanimously agreed to devote the whole of the proceeds of the Tavern License Fund, in that Township, to the purchase of books for common school libraries. A By-law has been passed for that purpose, and the Townreeve and Superintendent of Schools for the Township, are appointed Commissioners to purchase the books, and put the libraries in operation. The funds on hand, for this year alone, will be sufficient to procure between 250 and 300 volumes, for the Township.—A library will be established in each school section, and the books divided among them, in proportion to population.”

For an admirable article on Libraries, &c., see page 147.

EXTENSION OF COLLEGIATE EDUCATION IN IRELAND.

From the following official document we select several paragraphs, containing much general information regarding the character and efficiency of the Queen's new University Colleges in Ireland.

The Report of the President of the Queen's College, Galway, for the Session 1849–50,

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY.—In pursuance of the provisions of the 8th and 9th Vic., cap. 66, I humbly beg leave to lay before your Majesty a report of the present state of the Queen's College Galway, and of the proceedings of the first session, which has recently terminated.

2. The college was opened for students on the 30th October 1849, under circumstances of a very discouraging nature. The town of Galway possesses a population of not more than 20,000

inhabitants, the greater portion of whom are in a state of the most abject poverty; accordingly, the number of families, likely to avail themselves of academic instruction for their children, is, at the present time, very limited. It was not to have been anticipated, that, from a province suffered under such extreme privations, many students would be found able to encounter the expense of entering an institution where residents for two thirds of each session (a period varying from five to six months) is strictly and necessarily enforced. Nor must it be forgotten, that there is an almost total want of schools in the province, and that no extensive effort has hitherto been made to provide education for the middle and higher classes, to prepare them for collegiate instruction, or to foster that desire for knowledge which so honorably distinguishes other parts of Ireland. Notwithstanding this, at two entrance examinations held, one on the 29th October, 1849, and a supplemental one in January, 1850, sixty-eight candidates were admitted. It is gratifying also to know that these students came from every part of the province; and that they represent, in fair proportions, the different religious persuasions resident therein, thirty-eight of them being members of the Roman Catholic Church, twenty-two being members of the Established Church, and eight members of the Presbyterian Church. The principle of united education has, so far, been carried out; nor has a single circumstance occurred to interrupt the cordial and affectionate feeling which has uniformly prevailed among the students of every denomination.

3. I am glad to be able to state that the conduct of the students has been excellent. The reports of the clergymen appointed to superintend the moral and religious interests of the students of their own persuasions, which are annexed to this report, will be found most satisfactory. The attendance of the students, not only on those religious duties which are enforced by college penalties, but even on such religious instruction as is not compulsory, has been very diligent. I cannot speak too highly of the zeal with which the great majority of the students have pursued their studies, and the advance they have made in those departments of learning in which they have hitherto been engaged.

4. It is almost needless to observe, that the eminent men by whom the different chairs are filled, have more than sustained the high reputation which entitled them to the attention of your Majesty's government. The opening lectures delivered by a large number of those gentlemen (to which the public were admitted,) tended, on no small degree, to obtain for the college public support, while their ability as teachers, and their entire devotion to the interests of the students, is rapidly spreading the conviction of the superior education imparted in the new institution.

5. Among the difficulties with which the college has to contend, the opposition of a portion of the clergy of that persuasion for whose benefit the Queen's Colleges were mainly founded, must not be lost sight of. Large and ample provisions are contained in the statutes, for protecting the moral and religious principles of the students of every faith. The reports of the Deans of Residences show how efficacious and sufficient these provisions are. Indeed, it would be difficult to point out an educational establishment where so vigilant an attention is paid to the morals and the faith of the student, and where his peculiar tenets are protected by such ample safeguards from even a suspicion of interference or of danger.

6. I cannot conclude this part of the subject without referring to the great advantages the college has derived from the appointment of Deans of Residences. The establishment of the office of Deans of Residences, however, is valuable not only as affording to the ministers of religion greater facilities for performing their sacred duties to the students, but also as supplying their manifest and conclusive answer to many of those arguments which have been used against the colleges.

7. With respect to a great part of the buildings, I am enabled to speak in terms of marked satisfaction. The examination hall and the rooms allotted to the library and museum, are handsome and extensive. Ample accommodation has been provided for the professors. The lecture-rooms are lofty, spacious and capable of holding large audiences. The laboratory has been fitted up in a very creditable manner. A dwelling-house, situated on the grounds has been converted, at a small expense, into an excellent anatomical school. We have thus been enabled to supply this want without applying to the treasury for additional funds.

8. A sum of £3,000 has allocated to each college, to provide it with libraries, specimens, apparatus for illustrating lectures, &c. Of this sum £1,500 has been expended in the purchase of books. We have endeavoured, as far as the limited sum permitted, to provide the library with those works most essentially necessary in the different branches of learning. Many departments, however, are still most inadequately provided.

9. The remaining sum has been distributed in the purchase of apparatus and instruments for illustrating the lectures of the professors, and specimens for the museum. It is enough to enumerate the different branches of science to which this sum has been applied to show how very inadequate it is to the end proposed. These branches are as follow:—Mechanics, optics, hydrostatics, acoustics, astronomical and optical instruments, electricity, magnetism and electro-magnetism, chemistry, heat and meteorology, natural history, mineralogy and geology, agriculture, anatomy and physiology, surgery, and pathology, materi medica, midwifery, civil engineering, &c.

10. The lectures of the professors of agriculture and botany—subjects, particularly the former, of such paramount importance—are rendered comparatively inefficient by the want of a model farm and a botanical garden, neither of which exists in the neighbourhood of the college. A very small annual sum would supply the college with a botanical garden sufficient for the purposes of the lecturer.

(Signed)

EDWARD BERWICK, President.

Queen's College, Galway, 25th July, 1850.

THE QUEEN'S UNIVERSITY IN IRELAND.—We are at liberty to state that the statutes which constitute "The Queen's University in Ireland," have received her Majesty's sanction, and are now in full force. His Excellency the Earl of Clarendon has been appointed the Chancellor, and a senate is constituted, consisting of seventeen eminent individuals of different denominations, who represent generally the various departments of literature and science, medicine and law. To the Chancellor and senate belong the power of prescribing the course for graduation, and of granting degree in arts, medicine, and law, to the students of the three Queen's Colleges of Belfast, Cork, and Galway. They appoint examiners of candidates for degrees, and confer such university scholarships as they may think it right to found. The letters patent declare that "graduates of our university shall be fully possessed of all such rights, privileges, and immunities as belong to persons holding similar degrees, granted them by other universities, and shall be entitled to whatever rank and precedence is derived from similar degrees granted by other universities."—*Evening Post*.

NEW COMMON SCHOOL LAW OF UPPER CANADA.

It would afford us much pleasure and satisfaction to give a monthly *résumé* of the opinions of the Canadian Press on the subject of popular education in Upper Canada—its extension, improvement and happy effects; but the majority of the articles which have come under our notice have unhappily been written in so atrabilious a spirit, so foreign to the expansive, ennobling, and philanthropic impulses which a well balanced and generous system of intellectual training imparts, that we have been often unwillingly forced to exclude them from companionship with the nobler sentiments of the patriotic and practical educationists of other lands, which oftentimes enrich our pages. Now and then, however, we meet with a calm and temperate article such as the following from the *Lunark Herald*:—

"It will be observed that our laws regulating Schools have been considerably altered and modified within the last year. The Common School Act, from the fact, that it affects so large a proportion of the community, stands first in importance. By this Act, some of the duties which formerly took up a large portion of the time of the District Councils, will now devolve on the Township Councils. These duties being divided among the several Township Municipalities, and performed at home, as it were, will not be very onerous, while the County Councils, being relieved from business of a purely local nature, and which can be better performed in the Townships, where all the circumstances and parties are known to the Councillors, will have more time to attend to the general business of the Counties. The Township Councils will now form and

alter the School Sections, and levy assessments for building and repairing School houses. These duties were formerly done by the District Councils. The County Councils have still many important duties to perform, with respect to the School laws. Indeed, on their hearty co-operation depends the successful workings of the whole system. These bodies have power to levy a sum of money, equal, at least, to the government apportionment; and, they also have the power to appoint one or more Superintendents of Schools for each County. In some cases it will, no doubt, be found convenient to appoint a Superintendent for a block of three or four Townships. An important feature, in the legislation on Schools, is the appropriation of £15,000, for the purpose of purchasing a site, and for the erection of the necessary buildings for a Normal School. Without a first-rate institution of this kind, we can never reasonably expect to have good common school teachers. But adopt a high standard of qualification for teachers, and give them the means of attaining that position, and then we may look forward to the time, not very far distant, when a good common school education will be easily obtained and duly appreciated; and, when teachers will take their proper position in society, exercising a powerful influence on the rising generation. It is, we believe, the intention of the Government, to procure, if possible, a sufficient quantity of land, in connexion with the Normal School, to enable the Professor of Agricultural Chemistry, who will be employed in the institution, to give practical lessons on that subject. This is as it should be. In a community like that of Canada, where seven-eighths of the people live by cultivating the soil, a scientific knowledge of the profession, if we desire to excel as agriculturists, is indispensable. The advantage, then, of this branch of knowledge, to the teachers, and to the people, generally, is sufficiently obvious, without any remarks from us. There are several other matters connected with schools, such as school architecture, and ventilation, school libraries, &c., which we shall revert to next week."

GRUDGING PAY TO TEACHERS.

Some parents go to a school to purchase a certain quantity of education, as they would to a shop to buy food or clothing, at the lowest possible price. They enquire the amount of the fee, and whatever that may be, a guinea or a half-crown, they object, and propose an abatement. Their arguments are amusing: "Schooling is very dear to what it was when we were young—Mr. So-and-So charges far less—teaching is but little trouble," &c. Others we have heard, claim a reduction because the pupil is very young, or very little, quite forgetting that there is at least as much trouble in teaching a very young child as one more advanced, and that a greater amount of professional skill is requisite in the former than in the latter case. Parents of another stamp may be found demanding a discount, because they have three or four to pay for; and they quietly hint that if the teacher will not give education to *four* for *three* fees, he shall have none. Would these parties admit such a practice in their own trades or professions? Would a banker lend *four* hundred pounds for the interest of *three*? Would a landlord let *four* houses for the rent of *three*? Again, a fourth class will advance many pleas to the same purpose:—such as, "The boy joined the class a week after the quarter day; now there are twelve weeks in a quarter, and the fee is six shillings; therefore six pence must be deducted!" These people would be astonished were they informed that the teacher, instead of granting a deduction would be justified in charging a *double* fee, as a trifling compensation for the extra trouble caused by his urging the tardy pupil on to overtake the class. They will also plead, "The boy was unwell for *three* days and a half!" In short, each economical father, or managing mother, believes that every shilling kept from the teacher is a shilling justifiably gained.

Besides these attempts at reduction, which every independent teacher should resist, there are others to which the benevolent must yield. A widow struggling to give her child a good education—a professional brother having a family to bring up on limited means—a merchant, suddenly unfortunate, whose children may have been with the teacher for years—all have claims upon his gratuitous services. Thus, if even those who are the most successful and hold the most lucrative situation, realize far less than the calculators suppose, how great must be the privation to men of every limited incomes, thus cruelly diminished.—*Selected*.

Educational Intelligence.

CANADA

County of Oxford.—We regret to learn that the Rev. W. H. Landon, late District Superintendent of Education, has been obliged to proceed to a warmer climate on account of his health. The Superintendence of the Common Schools of East Oxford, Blandford, and the Town of Woodstock, falling vacant by his departure, Mr. Alexander was appointed his successor at the late meeting of the County Council.—(American.)

Town of Dundas.—We are happy to learn that the School Trustees have determined to open the School on the 1st October. Mr. Thornton, late District Superintendent, and Mr. D. Calder have been engaged, and it is intended to appoint a competent Female Teacher.—(Warder.)

County of Prince Edward.—JAMES McDONALD, Esquire, of Picton, was appointed at the late meeting of the County Council, Superintendent of Common Schools for this County.—(Sun.)

A *Teachers' Institute* has been formed in the County of Renfrew. Several resolutions were passed and the best feeling seemed to prevail.

A *Teachers' Association in L. C.* is about being formed at Montreal.

Victoria College.—We are pleased to learn that the Winter Session of Victoria College has commenced under circumstances much more favourable than was anticipated. A fine class of young men have already entered. Other students are expected. The period for receiving them has been extended to the 1st November, by which time we hope to hear that a larger number of students are enrolled than at any Winter Session for some years past. The Rev. S. Nelles, A. M.; W. Kingston, Esq., A. M.; and W. A. Wright, Esq., A. M., are Professors.—[C. Guardian.]

University of Queen's College.—On Friday, 11th October, the University of Queen's College was publicly opened. After prayer had been offered up by the Rev. Dr. Machar, the Principal of the College, the names of the matriculated Students were read, and we are gratified to learn that the number of Students was considerably greater than in any former years. The laws of the College were then read. The meeting was closed with a most appropriate address to the Students by the Principal. In his address, the delivery of which occupied a considerable time, after a glance at the principal subjects embraced in an University education, and at their great and general importance, the Principal proceeded to give the Students certain counsels for their guidance, exhorting them to yield the strictest obedience to the Laws of the University, to pay the utmost attention to the instructions of their Professors, to adopt a proper distribution of their time, so as to have their hours of relaxation and recreation, and to be diligent and laborious in their studies, and concluding with urging upon them, in a most impressive and affecting manner, with all their getting, to get that wisdom which makes wise unto salvation,—to secure that good part which is found at the feet of Christ,—that good part, which would prove their best guide and support, amidst the trials and difficulties awaiting them on earth, as well as be their preparation for the blessedness of Heaven.—[Argus.]

Brockville School Superintendent.—The Rev. Thomas Haig having received a call to Beauharnois, L. C., has resigned his office as Superintendent in Brockville. A local paper remarks: "The little children of our Common Schools, will long have reason to recollect Mr. Haig's services. As Superintendent of Schools for the Town, his labours were unceasing, and their fruits valuable; and most sincerely do we wish, that his change of residence may prove agreeable and happy." Rev. J. H. Johnson has been appointed to succeed him.

Prescott.—Rev. Mr. Roach has been appointed School Superintendent for Prescott.

Examination S. Section No. 2, Simcoe.—The Editor of the *Norfolk Messenger* gives an interesting account of the examination of this School, with several admirable remarks on the attendance of the public and parents at such exercises.

Examination, School Section, No 12, Hollowell.—We have been requested to copy a very extended and animated account of the examination of this School which has appeared in a city paper. Our space being too limited to do so, we can only select a paragraph or two.—"The quarterly examination of the School in Section No. 12, County of Prince Edward, under the efficient management of G. J. Dingman, from the Normal School, Toronto, took place on Saturday, 21st of Sept., in presence of a large assemblage of spectators, who seemed highly pleased and edified. Those present were School Trustees, Teachers from the adjacent neighbourhood, (with some from a distance) and the parents, guardians, and enlightened friends of the pupils." The Trustees after expressing their pleasure and satisfaction with the proceedings remark: "And may we not, with our learned and pious friend, Dr. Ryerson, Chief Superintendent, entertain the lively hope that before

the year 1860 we will see the light of a *Free School* emitting its splendor and imparting its blessings in every School Section in Upper Canada. For we boldly affirm that no consolation can be higher, no reflection prouder, however noble in itself, than the thought that in woe and in woe, our children are under the public guardianship, and may here gather the hallowed fruits of that learning which ripens only for eternity!"

BRITISH AND FOREIGN.

The General Committee of the Lancashire Public School Association "deliberated in full assembly yesterday week, on the important business intended to come before the Educational Conference proposed to be held in October." After the reading of a vast number of letters from persons of note, adhering to the Lancashire scheme, it was moved by Dr. Beard—

"That, in the opinion of this meeting, it is expedient to make the Lancashire Public School Association a National Association, and to prepare an Education Bill for Parliament, based on the principles of the Association."

Dr. Hodgson declared himself not to speak very confidently on the subject of the motion: he thought the propriety of making the Association national should depend mainly on the amount of support which could be secured. . . . Some of the more liberal friends of education in high places would not be unwilling that pressure from without should be applied to them; as they could not be expected to introduce a liberal educational measure to the present House of Commons, unless the opinion of the people in its favour was unequivocally expressed. . . . Mr. Henry supported the motion; and, expressing his strong conviction that the Association needs increased means, declared he would double his subscription. . . . The motion was adopted without a dissentient voice. It was also resolved, on the motion of Dr. Watts, seconded by Mr. McCall,—

"That this meeting approves the scheme of the proposed conference; and recommends the preparation of a permissive bill, to be introduced into Parliament, in accordance with the principles of the Association; and hereby pledges its hearty support, pecuniary and otherwise, in furtherance of the views of the Association, so as to induce the general adoption of its principles at as early a period as possible."

The Lancashire Public School Association's proposal for converting the movement into a national, instead of a local one, is meeting with considerable encouragement. Amongst letters of approval from various quarters may be mentioned one from the Rev. Dr. Davidson, (Carmarthen College,) and also letters from the following gentlemen:—Rev. John Kenrick, York; Dr. Castars, Buxton; Rev. J. A. Baynes, Nottingham; and the Rev. H. Hutton, Gloucester. Many other persons have also written, expressing approval of the object, from various parts of the kingdom.

Battersea Training College.—This Institution, which was established in connection with the National Society for the Education and Training of Church School-masters, and from the principalship of which the Rev. Thomas Jackson, the bishop designate of Lyttleton, has just retired, seems to be threatened with annihilation. The Committee of the National Society, have requested the Rev. J. Hunter, A. M., to conduct the Institute for the present.

Queen's Colleges, Ireland.—The Senate of this University has just been completed, and will consist of 18 members, including Lord Chancellor Brady, Archbishop Whately, Chief Baron Pigot, Lord Rosse, and other eminent men. The following are the *Visitors to the Three Colleges*: the Lord Chancellor; the Duke of Leinster; the Earl of Fingal; Judge Ball; R. W. Green, Esq., Q. C.; Sir H. Marsh, Bart; the President of the College of Surgeons; the President of the College of Physicians; and the Moderator of the General Assembly.—*Visitors to Belfast College*: The Most Rev. Lord John G. Beresford, Primate and Archbishop of Armagh; the Most Rev. Dr. Cullen, Catholic Primate and Archbishop of Armagh; the Right Rev. Dr. Knox, Bishop of Down, Connor and Dromore; and the Right Rev. Dr. Denvir, Catholic Bishop of Down and Connor.—*Visitors to Cork College*: The Most Rev. Dr. Whately, Archbishop of Dublin; the Most Rev. Dr. Slattery, Catholic Archbishop of Cashel (declined); the Right Rev. Dr. Wilson, Bishop of Cork, Cloyne and Ross; and the Right Rev. Dr. Delany, Catholic Bishop of Cork.—*Visitors to Galway College*: the Primate Beresford; the Most Rev. Dr. McHale, Catholic Archbishop of Tuam (declined); the Hon. and Right Rev. Dr. Plunkett, Bishop of Tuam; and the Right Rev. Dr. O'Donnell, Catholic Bishop of Galway. The Catholic Synod, by a majority of one Bishop, have condemned these Colleges as being dangerous to the faith and morals of Roman Catholic youth. Steps have been taken to found a Roman Catholic University on the model of the one founded by the Belgian Bishops at Louvain, and Dr. Cantwell, Roman Catholic Bishop of Meath, has subscribed £11,000 towards this object. The Priests will be called upon to subscribe annually 2 per cent. upon their incomes towards the support of the Institution.

National Education, Ireland.—The number of Episcopalian clergymen who this year petitioned against the plan of National Education in Ireland was 1,594—considerably more than two-thirds of the whole of the episcopal clergy of that country.

Turkish Public Education.—The Turkish government is very earnestly engaged in the improvement of the school system, and has sent the school inspector, Kemal Effende, who has already done great service in the arrangement of the school system to the west, to London, and thence to Paris to collect new information, and to purchase books for an University Library which is to be founded in Constantinople. One of the objects of the visit of the new Turkish Ambassador to the United States is to collect information on matters relating to the systems of Public Instruction in operation there.

Swedish Free Schools—Munificence of Jenny Lind.—It was stated that before Jenny Lind came to this country, she determined to devote the entire \$15,000 to which she is entitled by her first contract with Mr. Barnum, to the endowment of free schools in her native country. We learn, from the best authority, that she adheres to this determination, and that every cent of that sum will be applied to the noble purposes of education. Some of her friends remonstrated with her against this extreme liberality. Her reply to them was, that she had made provision for her parents, had secured a sufficient income for herself (\$6,000 per annum), and that as she knew not how soon she might lose her voice, she ought to do her duty to her country when she had the power. Who can wonder that, independent of her matchless singing, Jenny Lind is the most popular woman in the world!

UNITED STATES.

The Cherokee Indians have recently erected two commodious brick buildings to be used for high schools—one for males and the other for females. There are about one thousand scholars, it is said, of both sexes.

New Baptist College at Rochester.—Of the \$200,000 proposed to be raised for the Baptist College at Rochester, the County of Munroe alone has subscribed \$75,000, and the western counties over \$100,000.—

AMERICAN STATES' SCHOOL FUND—New-York.—The annual appropriation of New-York to Common Schools, is \$800,000. Her School Fund or \$5,378,141, yields annually \$322,633. In 1848, she apportioned \$858,594, \$535,006 was raised by tax. July 1st, 1848, her District libraries numbered 6,332,548 volumes. In addition to the foregoing, a Normal School, Colleges, Indian Schools, and Institutes for the improvement of Teachers, &c., receive aid from the balance of the U. S. Deposition Fund.

Massachusetts.—It will be seen from examination of the Twelfth Annual Report of Hon. Horace Mann, that the appropriations for the support of Common School of the "Old Bay State" has steadily increased since 1837, when they were something less than \$400,000. The entire appropriation for the School year of 1847-8, amounted to \$754,943.45; showing, that within the eleven years to which Mr. Mann's estimate applies, Massachusetts has nearly doubled her appropriations for the benefit of her Schools. Add to this, some appropriations since made, and the total will show more than a hundred per cent. increase since 1837. It may be well to remember that this expenditure is exclusive of the cost of school houses, school books, libraries, apparatus, &c., simply covering the expenses incident to the employing of teachers, the amount for board and cost of fuel.

Connecticut.—Has appropriated \$10,000, for the support of a Normal School in which to instruct the Common School Teachers of the State—limiting the number of students in attendance to 220, one of whom is to be selected from each School Society. Tuition Free. A Convention for the instruction of Teachers is to be held in each county of the State, once a year. Comparatively, Connecticut's reliable school fund, is probably the most ample of any State in the Union. [For an admirable Essay on the apathetic influence occasioned by so large a fund, see the last number of this Journal.—[Ed. J. or E.]

Maine.—For the support of the Teachers' Institutes, Maine annually grants \$2,600. \$1,500 is appropriated by New-Hampshire for a like purpose, while she raises \$130,430 for the benefit of Schools, added to which, she farther expends \$3,705 for the "Officers' School of Instruction."

Vermont.—The last Annual Report of the Superintendent of Vermont estimates the whole number of children in the State, of school age, at 97,866—giving 37 scholars to each of the 2,747 Districts. She has of public money \$74,000, and raises \$156,000 by tax in the several districts. \$1.30 is nearly the average cost per scholar for six months' schooling, the whole sum paid to teachers being \$130,000. We observe by the report, that teacher's wages average quite too low, to indicate that thorough and uniform ability which is so essentially requisite. Male's wages average \$13.66 per month and female's \$5.34. Why such a disparity between male and female wages?

Wisconsin.—The latest Annual Report of the Superintendent of Wisconsin, places the probable amount of the school fund of that State at \$5,000,000. The interest at seven per cent. goes annually to the support of Common Schools, and a further sum of at least half the amount, is to be raised by tax upon property for the same purpose. The number of children in Wisconsin of a suitable age for attending school, was in 1849, 20,415; 2,643 was the population of Wisconsin in 1840, — in 1847, it had increased to 210,516.—

Mr. Root shows upon an apparently safe estimate, that this number will be swelled to 2,022,951 in 1875. The average estimate of each child's school instruction by the year, is estimated at \$3.00, which would make the whole tuition—supposing all children of a suitable age kept in school—amount to \$241,335. This year it will of course amount to something more,—in the ratio of the increase of the population, will it increase.

Michigan.—The latest Report before us from Michigan is that of 1846, not having received the reports of the present Superintendent of that State. The whole number of scholars between the ages of 4 and 18 for 1846, were 97,658. The whole number that attended common schools during the same year was, 77,807. Number of male teachers was 1,209, at an average compensation of \$12.71 per month; number of female teachers was 1,981,—average compensation \$5.36 per month. \$27,925.72 were apportioned among the several Districts for the same year. All these estimates would have to be much increased for the last year unquestionably.

Pennsylvania.—\$701,731 or thereabouts, is the annual appropriation of Pennsylvania for the support of schools, of which, something more than \$500,000 is probably raised by tax.

Mississippi.—The State tax of Mississippi for 1847, was \$378,735. A recent grant of \$500,000 for the benefit of Free Schools, was made by the Legislature, for the year next ensuing after the grant, with authority to appropriate a sum not exceeding the State tax, every year thereafter for the same object.

Louisiana.—Louisiana, with a population of about 700,000, appropriated \$550,000 to the benefit of Public Schools for the year 1848, with the additional sum of \$10,000 for the maintenance of Public Schools for the free coloured children of the State.—[Illinois Eclectic School Journal.]

Literary and Scientific Intelligence.

Literary and Scientific Items from Various Sources.—Among the papers read at the recent meeting of the American Association for the advancement of Science at New Haven, were several by T. S. Hunt, Esq., of the Geological Commission of Canada. One by Professor Loomis of New-York was "On the continuance of the Magnetic and Meteorological observations at Her Majesty's Magnetic Observatory, Toronto." Another paper was by Professor Guyot "On a system of Meteorological observations established in the State of New-York, by order of the Regents of the University." The Grammar School Bill, introduced by the Hon. F. Hincks, last Session of Parliament, but withdrawn after two readings, until next Session, made provision for a similar system of observation in every county of U. C., in connexion with the Grammar Schools. We hope another year will see us with ample facilities for making those valuable observations—Murray of London (father and son) have paid Washington Irving from time to time, £9,767 10s for copyright—The total sum produced by the sale of the late King of Holland's Gallery of Paintings is about \$450,000, independently of the Raphael Drawings and the sculptures. Parties from Holland, Belgium, Prussia, France, Russia, and England were the principal purchasers—Lamartine, who has been lately in England to procure means to settle his new estate given him by the Sultan of Turkey, denies some of Mr. J. W. Croker's statements in the *Quarterly Review* relating to the flight of Louis Philippe—The ex-King of the French, a munificent patron of Art, died at Claremont, England, the 26th of August. His remains are destined ultimately for France. Louis the XIV, Napoleon, and Louis Philippe are unrivalled in French History as munificent patrons of art—The Louvre at Paris has just been enriched by a new collection called the Ethnographic Museum, consisting of statues, idols, mummies, all kinds of instruments and utensils, fabrics, books, engravings, jewelry, arms, offensive and defensive, amulets, &c., &c., from China, Japan, the Asiatic Islands, and from almost every savage people known. The various museums in this grand Temple of the Fine Arts at Paris are unrivalled in the world—An Association has been formed in Jerusalem for literary and scientific investigation of all subjects connected with the Holy Land, including history, languages, numismatics, statistics, manufactures, common agriculture, natural history in all its branches, national customs, and every other subject of curious research—A substitute for coal has been discovered in Russia between Dorpat and Narva. It is of a yellowish-brown color, with white spots, and said to be of a much earlier geological period than any known coal field—The Jenny Lind fever still rages fearfully among our American neighbours. Monarchical enthusiasm for our Sovereign has been rivalled, if not exceeded by the sober republican citizens of New England for the "Queen of Song." Adulation as well as importunity for alms meet her every where she turns. Thus are her noble deeds converted into an endless source of discomfort—\$625 was paid in Boston for the first ticket to her first concert there. Many persons from Montreal attended her concerts at Boston. \$19,000 was paid for a single concert at the small city of Providence, R. I. Mad'le Lind has munificently devoted her share of the proceeds of her American concerts to the establishment of Free Schools in her native, beloved Sweden—Among the visitors to be expected at London in May, 1851, will be a German chorus, rivalling in number the famous Cologne assemblage of more than 2,000 voices—It is suggested that advantage should be taken of the great exhibition of 1851 to improve the present style of Dress to something picturesque and convenient—Balzac, the great French writer, died lately at

Paris. The whole literati of the capital attended his funeral, and the most eminent supporters of French literature carried him to the grave. Victor Hugo pronounced the funeral oration—The great Barbarigo Gallery of Venice, known and celebrated for ages, has been lately purchased by the Emperor of Russia for 560,000 francs—The celebrated Latin Lexicon of Freund, edited by Prof. Andrews, is about being re-published by the Harpers. It will be a huge volume. It gives an account of all the Latin words found in the writings of the Romans from the earliest times to the fall of the Western Empire, the literary periods of their use, &c., &c.—Sir Martin Archer Shee, President of the Royal Academy, died at Brighton on the 19th August—Thackeray, a distinguished English writer and a contributor of *Punch* is about paying America a visit for the purpose of giving Lectures, as James is now doing at Boston—Charles Knight announces for 1851 a *Cyclopaedia of the Industrial Arts*.—The amount of the California gold received at the American mint from Dec., 1848, to June, 1850, was \$15,150,000, of which \$15,000,000 were entered at New-York—Wax figures of Drs. Webster and Parkman are being exhibited in the U.S.—Mr. Macauley, the eminent historian, was mentioned as a candidate for the representation in Parliament of the University of Cambridge, but declined.

Royal Polytechnic Institution.—A new and highly interesting mode of propulsion is now being exhibited at this Establishment, entitled, "The Nova Motive." It consists of a series of carriages, carrying with them a flexible tube, which is air-tight. This tube has a series of slide-valves, entirely under the care of a guard, who, by levers, has perfect control over his train. Along the whole line of railway is laid a pipe of any given diameter, in connexion with which, a series of pistons are fixed, between the rails, intended to receive the tube, above mentioned, in its passage. In these pistons are atmospheric valves, opening into the fixed pipe, which is always kept exhausted, so that when the train passes over the pistons, the slide valves in the tube are opened by means of inclined planes communicating with the levers, which levers are raised up on the train passing. The atmospheric air exists in the tube to supply the vacuum, and the train is impelled by external atmospheric pressure.

British Museum.—The reading-rooms of the British Museum were opened on Monday morning, when the readers were gratified with the exhibition of a "supplementary" catalogue in 150 volumes. Two copies are placed in the room for the use of the public, whose convenience has also been consulted by a new arrangement of lights, desks, seats, and of volumes for reference: indeed, the works now standing close to the hand of every reader form a splendid library in themselves, collected for gentlemen of moderate attainments in general literature.

Discovery of Archives of the Ancient Assyrian Empire.—At the recent meeting of the British Association, in the Ethnological Section, Major Rawlinson, at the close of some remarks on the interpretation of the Assyrian mode of writing, observed "that we had every prospect of a most important accession to our ethnological materials, for every letter he got from the countries now being explored, announced fresh discoveries of the utmost importance. In Lower Chaldea, Mr. Loftus, the geologist to the Commission appointed to fix the boundaries between Turkey and Persia, had visited many cities which no European had ever reached before, and had everywhere found the most extraordinary remains. At one place, Senkereh, he had come on a pavement, extending from half an acre to an acre, entirely covered with writing which was engraved upon baked tiles, &c. At Wurka, (or Ur of the Chaldees,) whence Abraham came out, he had found innumerable inscriptions; they were of no great extent, but they were exceedingly interesting, giving many royal names previously unknown. Wurka (Ur or Orchoe) seemed to be a holy city, for the whole country, for miles upon miles, was nothing but a huge necropolis. In none of the excavations in Assyria had coffins ever been found, but in this city of Chaldea there were thousands upon thousands. The story of Abraham's birth at Wurka did not originate with the Arabs, as had sometimes been conjectured, but with the Jews; and the Orientals had numberless tales about Abraham and Nimroud. Mr. Layard, in excavating beneath the great pyramid at Nimroud, had penetrated a mass of masonry, within which he had discovered the tomb and statue of Sardanapalus, accompanied by full annals of the monarch's reign engraved on the walls. He had also found tablets of all sorts, all of them being historical; but the crowning discovery he had yet to describe. The palace at Nineveh, or Koynujuk, had evidently been destroyed by fire, but one portion of the building seemed to have escaped its influence; and Mr. Layard, in excavating in this part of the palace, had found a large room filled with what appeared to be the archives of the empire, ranged in successive tablets of terra cotta, the writings being as perfect as when the tablets were first stamped. They were piled in huge heaps from the floor to the ceiling, and he wrote to him (Major Rawlinson) stating that he had already filled five large cases for despatch to England, but had only cleared out one corner of the apartment. From the progress already made in reading the inscriptions, he believed

we should be able pretty well to understand the contents of these tablets—at all events, we should ascertain their general purport, and thus gain much valuable information. A passage might be remembered in the book of Ezra, where the Jews having been disturbed in building the Temple, prayed that search might be made in the house of records for the edict of Cyrus permitting them to return to Jerusalem. The Chamber recently found might be presumed to be the house of records of the Assyrian kings, where copies of the royal edicts were duly deposited. When these tablets had been examined and deciphered, he believed that we should have a better acquaintance with the history, the religion, the philosophy, and the jurisprudence of Assyria 1,500 years before the Christian era than we had of Greece or Rome during any period of their respective histories."

Terra Cotta.—This is a species of artificial stone which is beginning to be generally used in England for a variety of purposes. Its first introduction into that country was by a lady, named Miss Goode, and took place about 60 years ago. This lady attained considerable celebrity by its manufacture, and several structures of an ornamental character, have been formed of it. The Statue of Britannia, which crowns the Nelson monument, at Yarmouth, is made of this material, and offers a singular instance of its durability; since the natural stone of the monument begins to give signs of decay, while the terra cotta remains unimpaired. The ornamental appendages of the St. Pancras' Church are all made of this artificial stone, and cost £6,500. The ingredients of English terra cotta are potter's white clay, one-half; pulverized stone ware, one-fifth; pulverized glass, two-fifths, and powdered white sand and flint, two-fifths. A beautiful material, of a similar character, in some respects, is made in New-York, and goes by the name of Leagliola.

Curious Calculation relating to the Building for the Great Exposition of 1851.—It is stated that the building for the exposition of 1851 will contain 500 miles of window sashes, 100 miles putty, 54 miles of zinc guttering, 8 miles to drive under cover. The building will be wholly of glass, wood frame and iron pillars. In one position the spectator will be able to see 1,000 feet before him in one unbroken view. It is believed that the building will be so superb that the public, on whose behalf the opposition has been made, will be the first to oppose its removal. A writer in the *Builder* states that 150 tons of putty will be required to make the building.

Millions of Pages.—The New-York Methodist Book Concern printed, in 1845, seventy-nine millions seven hundred and sixteen thousand pages of Sunday-school books; in 1847, forty-seven millions seven hundred and eighty-eight thousand pages; and, in 1848, forty-six millions nine hundred and ninety-nine thousand; making the astounding aggregate of one hundred and seventy-four millions five hundred and three thousand pages of Sunday-school books in three years. To this must be added the annual circulation of about eighty-five thousand copies of the *Sunday School Advocate*.

Geological Survey of Mississippi.—The Legislature of Mississippi, at its late Session, ordered a geological and agricultural survey of the State to be made under the direction of Professor Millington, of the State University, and gave a very liberal appropriation of funds for carrying this desirable object into immediate operation. A long list of statistical inquiries has also been made out and printed, and is now in circulation, for obtaining authentic information on the state of education, agriculture, and geology, together with the literature, history, and healthiness of each particular county in the State.

Time of the Morning Song of different Birds—From actual observation.—Probably one of the most curious examples of the apparently trifling pursuits of scientific men has been exhibited by one of the most esteemed members of the Academy of Sciences of Paris, M. Dareau de la Malle. He was anxious to ascertain at what hour different birds began their morning song; he therefore from the 1st of May to the 6th of July, made observations which he regularly published. It appears that for thirty years this vigilant naturalist went to bed at 7 o'clock in the evening and rose at midnight, during spring and summer, and that this eccentric habit was for scientific purposes. It seems that the concert is opened, about one o'clock, by the chaffinch, and that the sparrow is the laziest bird, not leaving his nest until five o'clock. In the intermediate hours, at marked intervals, which M. de la Malle has carefully noted down, other birds commence their natural melody. He has shown, on more than one occasion, that the different birds have mistaken artificial light for the dawning of day, and that a solar lamp has awakened the little choristers.

Silence on the Prairies.—One of the most striking things is the silence of the prairies. It is absolutely awful. All night, when the moon has gone down, and the stars are all out, to stand in the centre of one of these mammoth plains and mark the dead unbroken silence that surrounds you, is deeply impressive. I never witnessed any effect like it. Not a solitary sound can be heard—no insect, no bird, no beast, no human voice—or step, but all is one space of grand and fearful silence.

Editorial Notices, &c.

EXAMINATION OF TEACHERS.—We direct the attention of Local Superintendents, Members of the County Boards of Grammar School Trustees, and Teachers, to the official notice and circular of the Chief Superintendent, accompanying the Programme for the Examination of Teachers by the County Boards of Public Instruction. It will be observed that the first meeting of each Board is fixed for the 14th of Nov. next See page 150.

BOARDS OF SCHOOL TRUSTEES IN CITIES AND TOWNS.—An official Circular addressed to these newly-elected Boards will be found on page 148. A copy of this Number of the *Journal* is sent to each of the Boards; and their attention is respectfully directed to it. The documents referred to in the Circular will be forwarded as soon as possible.

BLANK FORMS OF REPORTS FOR 1850, &c.—The necessary Copies for the present year of Printed Blank Forms of Reports for Trustees, Local Superintendents, and City and Town Boards of School Trustees; together with the copies of the School Architecture referred to in our last number, will, if possible, be transmitted to each of the County Clerks for distribution in their several localities in the course of the next month. Copies of the Annual Report for 1849, ordered by Parliament to be printed will also be sent.

ABSTRACT OF ENUMERATORS' RETURNS OF THE COUNTY OF YORK,
Compiled by JOHN ELLIOTT, Esq., County Clerk. Toronto, 1850.

A most valuable Table containing the aggregate return of the inhabitants of the several Townships of the County, together with other important and interesting Statistics. We would be most happy to receive similar abstracts from the various County Clerks in the Province, particularly an abstract of the population returns of the several Townships. The Chief Superintendent would thus be enabled to make the apportionment of the Legislative School Grant for next year at an early period in 1851.

THE FARMER'S EVERY DAY BOOK;

Or Sketches of Social Life in the Country: with the Popular Elements of Practical and Theoretical Agriculture, and Twelve Hundred Laconic and Apophegms relating to Ethics, Religion, and General Literature; also, Five Hundred Receipts on Hygiene, Domestic, and Rural Economy. By the Rev. JOHN L. BLAKE, D.D. Auburn, N.Y., DERBY, MILLER & Co. Royal 8vo., pp. 654.

So comprehensive a work on the practical duties of rural life, we have, indeed, rarely met with. The title, although expressive, denotes its general, rather than its specific character. The author, seems to have elegantly and practically connected his experience of pastoral life with agricultural pursuits, combined as they were in his own case. He states that, "His habits and pursuits in life had prepared him to look beyond the mere improvement of his own premises to the subject of Agriculture generally, and especially to the social and intellectual interests of rural life." With that view was the work written, and in that spirit is its excellent advice conveyed. The chapter on "The Education of Farmers," "Advice to the Sons (and Daughters) of Farmers," "Toils and Pleasures of Rural Life," &c., &c., are admirably conceived and written. The work is profusely illustrated with superior and appropriate engravings, and is very handsomely bound. As a Farmer's Manual, we cordially recommend it to our Agricultural friends.

REPORT TO THE SMITHSONIAN INSTITUTION,

History of the Discovery of Neptunus: By BENJ. APTHROP GOULD, Cambridge, Mass. 8vo., pp. 56. Washington: Published by the Smithsonian Institution, 1850.

Two eminent astronomers—French and English—claim to be the discoverers of the Planet Neptune.—Le Verrier and Adams. Sir John Herschel maintained the championship for the latter, Le Verrier, for himself, Adams taking no part in the controversy whatever, but devoting himself unremittingly to further scientific pursuit. The question is now generally admitted to be decided in favour of Le Verrier—that is, that his theory in regard to the perturbation of Uranus being caused by an unknown planet in addition to Jupiter and Saturn, as first announced by him to the scientific world, was correct; for the unknown planet he had found an orbit, a mass, and a comparatively precise position. He staked his reputation on the correctness of his theory, and requested Dr. Galle of Berlin to test its physical accuracy. In compliance with this request, and on the very night Dr. Galle received the letter (23rd Sept., 1846) he discovered the new planet in longitude $325^{\circ} 53'$, or within $55'$ of the geocentric place assigned to it by Le Verrier! Adams also made similar researches about the same time, and with like result; but the first public announcement of them was not made until October 1st—a week after the actual discovery of Neptune by Dr. Galle of Berlin.

The highly interesting and valuable Report before us is devoted to the series of events connected with the history of this remarkable discovery, and to the since developed theory of Neptune. With great clearness and precision does the author deal with the entire question. His references and notes are numerous and copious—not a fact stated without an authority, and not a statement made without ample proof of its positive correctness.

We have felt deeply interested in the perusal of this pamphlet, and sincerely thank the officers of the Institution for their courtesy in sending a copy to this Department.

FIFTEEN YEARS IN CANADA,

Being a series of Letters on its Early History and Settlement, &c: By the Rev. WM. HAW. 8vo., pp. 120. Edinburgh, C. ZIEGLER Toronto, A. GREEN. Price 1s. 3d.

This pamphlet was designed to be a hand book for emigrants from the British Isles to Canada. It consists of eight letters, and is chiefly compiled from official sources—some of them not of a very late date, but still valuable. The article on "Education" in Canada is taken from this *Journal*, Vol. II., pp. 88, 89.

THE UNITED STATES POST OFFICE DIRECTORY:

Showing the Name and Location of all the Post Towns in the United States. 8vo., pp. 109. New York, STRINGER & TOWNSEND; Rochester, D. M. DAWLEY.

A very valuable publication, carefully revised and corrected from authentic sources, and forming the 3rd Vol. of "Pratt's Business Directory." The Post Office in each State beginning with Maine, is given in alphabetical order, together with the name of each Postmaster and the County in which the Post Office is situated. The list extends to the new territories of Minnesota, Nebraska, Oregon, California, and New Mexico. A similar work relating to British America would be an invaluable book of reference in the Public Departments and to extensive merchants. We hope that when our new Post Office System comes into force we shall not long be without such a one.

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