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# JOURNAL OF EDUCATION

FOR

## Upper Canada.

VOL. III.

TORONTO, MAY, 1850.

No. 5.

### THE FIRST FREE UNIVERSITY—A GOOD EXAMPLE FOR UPPER CANADA.

Among the many noble and sublime conceptions, the origin of which may be traced to France, is the grand idea of making *University* Education free—of opening to all members of the State, qualified and disposed to enter, the halls of a University amply endowed out of the resources of the State. This conception, which involves the germ of the world's universal and highest civilization—is ascribed to the Duke of Orleans, Regent of France during the minority of LOUIS XV. M. KILIAN, in his *Tableau Historique de L'Instruction Secondaire en France, depuis les Temps les plus reculés jusqu'à nos jours*, states this eventful fact in the following words :

“Ce fut aussi le duc d'Orléans qui proposa d'établir dans tous les collèges de Paris l'Instruction gratuite. Un arrêt du conseil du 1er Avril 1719 affecta à cet effet, à la Faculté des arts, le vingt-huitième effectif du produit des postes et messageries, évalué alors à environ 140,000 livres, [afterwards much increased] à la condition que les régents desdits collèges n'exigeraient aucuns honoraires de leurs écoliers.”

ROLLIN, in a digression from his account of the establishment of *Posts and Couriers* by the ancient *Persians*, under CYRUS, in mentioning the introduction of the same system into France, gives the following interesting account of the establishment of FREE INSTRUCTION in the several Colleges of the University of Paris :

“France is indebted for it to the University of Paris, which I cannot forbear observing here : I hope the reader will excuse the digression. The University of Paris, being formerly the only one in the kingdom, and having great numbers of scholars resorting to her from all the provinces, and even from the neighbouring kingdoms, did, for their sakes and convenience, establish messengers, whose business was, not only to bring clothes, silver, and gold for the students, but likewise to carry bags of law-proceedings, informations, and inquests ; to conduct all sorts of persons, indifferently, to or from Paris, finding them both horse and diet : as also to carry letters, parcels, and packets for the public, as well as the University.

“In the University registers of the Four Nations, as they are called, of the faculty of arts, these messengers are often styled *Nuntii volantes*, to signify the great speed and despatch they were obliged to make.

“The state, then, is indebted to the University of Paris for the invention and establishment of these messengers and letter carriers. And it was at her own charge and expense that she erected these offices ; to the satisfaction both of our kings and the public. She has moreover maintained and supported them since the year 1576, against all the various attempts of the farmers, which has cost her immense sums. For there never were any ordinary royal messengers, till Henry III first established them in the year 1576, by his edict of November, appointing them in the same cities as the University had theirs in, and granting them the same rights and privileges as the kings, his predecessors, had granted the messengers of the University.

“The University never had any other fund or support than the profits arising from the post-office. And it is upon the foundation of the same revenue, that king Louis XV, by his decree of council of state, of the 14th of April, 1719, and by his letters patent, bearing the same date, registered in parliament, and in the chamber of accounts, has ordained, *that in all the Colleges of the said University the students shall be taught gratis* ; and has, to that end, for the time to come, appropriated to the University an eight-and-twentieth part of the revenue arising from the general lease or farm of the posts and messengers of France ; which eight-and-twentieth part amounted that year to the sum of 184,000 livres, or thereabouts. (About £9,450.)

“It is not therefore without reason, that the University, to whom this regulation has restored a part of her ancient lustre, reckons Louis XV as a kind of new founder, whose bounty has at length delivered her from the unhappy and shameful necessity of receiving wages for her labours ; which in some measure dishonoured the dignity of her profession, as it was contrary to that noble, disinterested spirit which becomes it. And, indeed, the labours of masters and professors, who instruct others, ought not to be given for nothing ; but neither ought it to be sold. *Nec venire hac beneficium oportet, nec porre.*”

The spirit of this University provision, and the sentiments embodied in the statement of it, would do honour to any age, or any country. Why may it not obtain in Upper Canada ? There can be no more real difficulty in establishing an University, than a Normal School system, to which no class in the community could reasonably object. And is not the endowment ample to maintain the

operations of the University in the highest state of efficiency, without her resorting, as the historian expresses it, to “the unhappy and shameful necessity of receiving wages for her labours ?”—University Education in Upper Canada has been liberally provided for by public endowment ; ought not each individual of the public to have free and unrestricted access to its priceless advantages without money and without price other than intellectual and moral qualifications ?

In Paris, though the examinations on the subjects of the lectures are private, and unrestricted to matriculated students, the lectures themselves are open to the public ; and many a literary traveller, on visiting Paris, has been equally surprised and delighted to find there what is not to be found in any other country, free access to any of the lectures in each of the Faculties of the University, whether of the Sciences or Letters, or Law or Medicine. These lectures are the resort, not merely of University students, but of Scholars, of practical men, of men of leisure, of seekers after knowledge of all ranks and countries, of all professions and employments. Men who have taken the most conspicuous part in public affairs, have first distinguished themselves as Professors in the University ; such as GUIZOT, THIERS, ARAGO, COUSIN, ROSSI, &c. &c.

In the *Faculty of the Sciences*, there are Professors of physical astronomy, differential and integral calculus, algebra, mechanics, descriptive geometry, chemistry, mineralogy, botany, zoology, and comparative physiology. In the *Faculty of Letters*, there are Professors of Greek literature and Latin eloquence, Latin poetry, French eloquence, French literature and poetry, philosophy, history of ancient philosophy, history of modern philosophy, ancient history, modern history, and foreign literature. There are seventeen professors in the *Faculty of the Law*, who lecture on the civil code, civil and criminal procedure and criminal legislation, commercial code, administrative law, French constitutional law, law of nations, Roman law, Pandects, and history of law. The *Faculty of Medicine* comprises professors of anatomy, pathological anatomy, physiology, medical chemistry, medical physics, pharmacy and organic chemistry, hygeian, medical natural history, operations and bandages, external pathology, internal pathology, general pathology therapeutics and materia medica, legal medicine, obstetrics and female diseases, clinical medicine at the hospitals, clinical surgery at the hospitals, and clinical obstetrics.

In addition to these Faculties, there are twenty-seven professors of the *Collège de France*, who give public and gratuitous lectures on the following subjects : astronomy, mathematics, experimental philosophy ; medicine : chemistry ; natural history ; natural law ; history and ethics ; the Hebrew, Chaldee, Syriac, Arabic, Persian, Turkish, Chinese, Manchou-Tartar, and Sanscrit languages ; Greek literature ; Greek and Latin Philosophy ; Latin eloquence (prose writers) ; Latin poetry ; French literature ; political economy ; archæology ; the Slavonic languages and literature. The salaries of the professors are paid by the state, and vary from 2,000 to 8,000 francs per annum—that is from £50 to £320 Sterling. The professors include the most distinguished literati in France ; and the larger portion of them are engaged in their own professional or literary pursuits,—delivering two or three lectures, and conducting the required examinations of students each week in the University. An hour and a half is prescribed by law for each lecture and examination.

Such is the magnificent provision made by (at least the late) government of France in Paris alone for gratuitous or free instruction in the higher departments of science and literature. It is submitted to the serious consideration of those competent to decide and act, how far corresponding facilities may be provided for Upper Canada by means of our splendid University endowment ? In the French University in which the Faculties referred to are established, no part of the endowment or appropriation is expended in providing residences for professors or boarding halls for the students. The buildings erected are designed for purposes of instruction. We cannot but think that the economical and judicious management and expenditure of our University endowment may provide for Upper Canada the most comprehensive and the freest system of collegiate education on the continent of America.

## THE GREAT ECONOMY AND ADVANTAGES OF FREE PUBLIC EDUCATION.

*Extract from the Address of Robert Kelly, Esquire, on his re-election as President of the Board of Education for the City of New-York—1849.*

Although expenditures for public education in this city amount in the aggregate to a large sum, it may be said, with the strictest regard to truth, that the tax is moderate in proportion to the value of the property. The Secretary of State, in his report to the Legislature as, Superintendent of Common Schools, dated January 2nd, 1849, has introduced a table, showing the ratio of taxation upon property, for educational purposes, in the various towns in the State where a free school system is established. This table is based upon the exact returns of the previous year, and exhibits a fact which will appear surprising to many of our tax-payers, that the citizens of New York are really lightly taxed for the purpose of education. The Report of this Board furnished to the Secretary shows the amount of the expenditure for this city. It is the entire aggregate for all objects that have been taken into the account. The table shows the following results :

RATE OF TAX UPON \$100 VALUATION.					
Dols.	Cts.	Mills.	Dols.	Cts.	Mills.
Flushing.....	0	05	0	15	6
Brooklyn.....	0	06	7	19	8
Albany.....	0	07	6	21	2
New-York.....	0	10	4	23	8
Poughkeepsie....	0	12	0	25	8
Bushwick.....	0	14	0	30	0
			Newton.....	0	15
			Rochester.....	0	19
			Buffalo.....	0	21
			Williamsburgh...	0	23
			Utica.....	0	25
			Hudson.....	0	30

The rate of taxation for this city is somewhat larger for the year just closed, but I have not the means of showing how it compares with that of the other towns.

The Secretary of State makes the following remarks in relation to the expenditure for the city of New-York :

"With this table, any one can tell what would be his tax for the support of schools in either of the places named.

"If he is a resident of New York, and is assessed \$4,000, he pays a tax of \$4 16. If assessed for \$100,000, he pays \$104. The sum raised in New-York for school purposes appears to be very large, but when it is proportioned among the tax payers, according to their property, it is a very light tax. And it would be light even if it were doubled. If the common schools were what they should be, and a system of high schools were engrafted among them, every child could be educated, the poor gratuitously, and the rich at a less expense than at private schools."

Here is indicated the true solution of the question of economy. This is the consummation aimed at by the ardent friends of popular education throughout the land, to make the free schools and academies so elevated in their character, so complete in their processes, so perfect in all their arrangements, and so replete with all good influences, that they shall become the pure, the chosen, and the common fountains of knowledge for the whole people.

All citizens whether they have children or not, are immediately interested in the support of a proper educational system. Those who have children to educate, and do not choose to avail themselves of the advantages provided in the public system, voluntarily impose upon themselves the additional burden of paying for their instruction in private institutions. It is not merely the right of citizens to send their children to the common school, but they deserve commendation who do so, however able they may be to pay the most expensive charges of private school education. They are probably doing the greatest service they can render to their own children. They are lending their influence to dissipate prejudices, and are setting an example to those who are disposed to neglect and despise the privilege of a free education for their children.

The expediency of a common education is not yet universally recognized. It is, perhaps, natural, that doubts should exist in the minds of parents anxious for the safe passage of their children through the training period of life, and ignorant of the condition of our common schools and the character of the children who attend them. They must be satisfied as to the value of the education dispensed, its effects upon the character, and its moral influences. They must be convinced that there are no evils, no disadvantages, no dangers peculiar to the common schools, from which private schools are free. An intimate examination of the subjects would probably dispel any doubts that may exist upon these points.

There are dangers to which a child is exposed, whether he be educated at home or abroad, in common schools or in private schools, in society or in solitude, for there is no escape from that constant probation which is the condition of human existence. The danger of evil communications is, I suppose, the prominent one in every parent's mind. It appears to me, that there, is no more risk of immoral associations to a child, in attending a well disciplined common school, than in attending one frequented only by the children of the wealthy. The great danger to which the boy is exposed, who has been nurtured in a home of affluence, is his being contaminated by intimacy, with the spoiled children of indulgence. He will not be likely to seek the companionship of the children of neglect and vicious poverty, if such there should be in the schools; and it is to be hoped that they will always be found there, if they are in the community, for they need above all others, for their own good and that of society, the elevating and reforming influences of education. In the large numbers and miscellaneous composition of the common school, there is much less inducement to indiscriminate social intimacies, than in the closer intercourse of the private schools.

The common school appears to offer peculiar advantages, in some particulars. The independent position of the teacher removes all temptation to a relaxation of discipline, and he cannot conduct his school at all except by maintaining rigid order, and pursuing a uniform system, that can admit no irregularities and show no respect to persons. This is the sort of restraint that is of special value to a youth. The habit of obedience and self-control, acquired in his subjection, in the society of his fellows, to an inexorable rule of order, or to some reasonable requisition of duty, is an important process in his preparation for self-denials, the disappointments, and the labors of life. There is something, too, of a training for the intercourse of the world, in the attendance upon a common school, made up of children from the whole people. It is a little world in itself, and "its daily lessons," to use a happy expression of Horace Mann, "are the preludes and recitals of the great duties of life." It promotes a spirit of self-relying independence, which is the great principle of a manly character. The child soon apprehends that talent, energy, and virtue, are distinctions of real value, more lasting than the gifts of fortune, and, in no way connected with them, and that they constitute the true dignity of man. He sees that the heritage of wealth is of no avail in securing the honours of the school, and learns the lesson that merit and industry are the elements of success in every situation. It is a peculiarly valuable discipline to our children, in view of the extraordinary changes that occur in society with us, where every day the last in the social scale is becoming first and the first becoming last.

The habit of general intercourse and sympathy in the youth of the people, will be productive of a generous mutual confidence and harmony of all classes of society. The prevalence of this sentiment seems to be essential to the permanence of our institutions, and the security of society as here constituted. The absence of it, in other countries, the great obstacle to the realization of the schemes of patriotic minds, in the visions they form of a golden age of "liberty, equality and fraternity."

There are so many considerations of advantage connected with the subject of a common education for the whole people, both as to the community and as to the schools, that every effort should be made to bring about so desirable a result. Public sentiment is rapidly tending toward it. The attendance in our common schools is much more general from all classes of the community than it was a few years ago. A rapid advance in the right direction is now going on, and the advantages of higher education, recently opened in connection with the common school system, will give an important stimulus to the movement. We may all, by our influence, do something towards it—spread information as to the character of the schools—persuade parents to make the experiment of sending their children there—induce others to visit them, examine the arrangements, and condition of the buildings, observe the appearance and behaviour of the children attending, and judge for themselves as to the manner in which the schools are conducted, the progress made in knowledge, and the ability of the teachers. If the schools are not yet conducted in a way to satisfy such inquiries, they ought to be made so. This is the point towards which the strenuous efforts of the friends of education, of all teachers and school officers, should be directed. Let us do our part. Let us exert such powers as we

have, and the whole influence of this Board, to improve the character of the schools while increasing their number, and drawing within them, more and more the children of the city. Let us not be satisfied with the results shown in the statistical returns of the numbers instructed, but strive to enhance, in a still more rapid progression, the actual fruits—the amount and accuracy of the knowledge communicated, the habits of discipline, love of order and industry imparted, and the moral influence which constitutes the accompaniment and vital principle of education in its true acceptation, its crown of honor and its abiding blessing.

It will be a grand era in the history of public education in our city, when our free schools and academies shall become an object of universal favor, when every father shall feel a warm interest in them because his children are educated there, and the whole intelligence of the community shall be enlisted in the cause.—There will be no deficiency then in the care and vigilance exercised in their management, and the best citizens will be anxious to perform public duty as school officers.

The success and growth of our common school system, looking at the effect it must be exerting upon our youthful population, is a most cheering indication to every one that feels an interest in the character that shall attach to the city of New-York hereafter. Its position in reference to the Union, as the point towards which so much of its business and intercourse converges, a radiating centre of influence for good or for evil, that extends over the whole land, the mighty heart, whose pulsations are felt in the very extremity of the republic, and its destiny to become one of the great capitals of the world, while they increase our responsibilities, increase our gratification at all the evidences we can perceive leading us to hope that its greatness shall not be merely the greatness of power, and extent, and riches, and splendor, but a moral and intellectual greatness.

#### IMPORTANCE OF THE TEACHER'S CALLING.

The importance of any man's work is to be determined by the value of the materials on which he works. Judged by this standard, let us compare the calling of the teacher with some of the other avocations or professions among men.

To ascertain the infinite difference which exists between different created substances, we must classify and compare them. First, there is the unorganized and insentient. Rising in the scale, we come to the organized and animate, but unconscious. Higher still, we find the conscious, but irrational and ephemeral. Last, and unsurpassable, there is the animate, sentient, conscious, rational and immortal.

And yet we affirm, there is not one of the subordinate department of nature, whether the conscious but irrational, the organic but unconscious, or even the inorganic and insensate, for whose study and mastership greater emoluments are not paid, more social consideration awarded, and a higher grade of dignity universally conceded, than to that Art of Arts and Sciences of Sciences, by which the youthful mind is fashioned and trained for life and for futurity. Our colleges have professorships for teaching all the sciences that relate to animals, to metals and to minerals, but no professorship for expounding the science of education. All Christendom cannot show a school where the plants of immortal growth are as carefully tended, where the times and seasons for supplying nourishment and protection are as heedfully observed, where weeds and noxious influences are as industriously extirpated, as from those botanical gardens where no conscious life exists. Would that there were, somewhere upon the earth, one conservatory of children, as interesting to the possessors of wealth and the lovers of beauty, as a conservatory of flowers.

Scientific men devote themselves to studying the instincts and habits of the winged tribes. When will they deem it as honorable to devote themselves to the education of a race of beings, who will soon unfold a wing by which they will sweep through the upper or nether worlds? To show how much more precious is a bug than a child, let us advert to a fact which has recently happened within the knowledge of the whole scientific community. Doubtless our readers generally know, that an entomological survey of the State of New-York was made a few years ago by order of its Legislature. Whether represented at the seat of government or not, a law provided that all the tribes of insects should be recorded as carefully as the twelve tribes of Israel. But it sometimes happened that the scientific insect-commissioner, in turning up a

stone, or stripping a piece of bark from a decayed tree, or examining a weasel's back, found a living polypod, which he did not know whether to class with fleas, in the order *Suctoria*, or with musquitoes in the order *Diptera*, or in some other. In all such trying emergencies, it is said that the insect was carefully "done up in lavender," encased in a box, sent several hundred miles to an officer in one of our colleges, to have its legs scientifically counted, its mandibles and bronchiæ examined, its capability or incapability of metamorphosis determined and its name, its species, and its order ascertained; and then to be returned, as carefully as were the remains of Napoleon from St. Helena; and, at last, to be pinned up, in a cabinet immortality, at the capitol of the state. For examining these specimens, naming them, and assigning them a place among their kindred, it is said that a dollar was paid for each decision,—not by the bug, but by the State of New York.

But, in the meantime, what measures are taken, what eminent professional talent is employed, what generous emoluments are bestowed, for investigating and expounding the laws of growth and influence, by which thousands of children are developed into the order, *Beetzelub*; into the genus, *atheist* or *bigot*; and into the species *drunkard*, *thief*, *robber*, *murderer*, *lyncher*. In our streets, in our bar-rooms, at some of our firesides, and in some of our schools, there are metamorphoses going on every day, by which innocent and guileless children are turned into *Ishmaelites*, and *Cains*, and *Judases*. Is a gnat, or grub, or larva, worth more than a human soul? Are bugs the principals, and sons and daughters incidents! Shall the resources of science be exhausted upon the former, while chance and accident, darkness and chaos, reign over the latter? And yet throughout the scientific world, does not Ehrenberg stand higher than Fellenberg; and while in the great wars of Europe, the merest bloodhound courage made its possessors the envy of mankind, was not Pestalozzi repaid with poverty, and persecution, and obloquy, for all his knowledge, and his devotion, and his divine spirit of love?

Would it then, be any mistake; would it be a degradation of talent from noble to ignoble uses, to employ some of the mighty minds that adorn the profession of law, or some of the men who fill the chairs of our colleges, or are gathered among statesmen at the capitol of the nation, to invest the laws and devise the means, by which mankind can be saved from poverty and wretchedness and crime, and made inheritors of the blessings which God bestows upon all who love and obey Him?—*Horace Mann—Boston Common School Journal.*

#### DUTIES OF THE INHABITANTS IN CITIES AND TOWNS IN RESPECT TO COMMON SCHOOLS.

The following extract from an address of the Mayor of Cleveland, Ohio, to the City Council, contains remarks worthy of consideration, and presents an example worthy of imitation by Mayors of Cities and Towns in Canada:

"It is with feelings of pride and satisfaction that I refer your attention to our system of Common Schools, and the gratifying progress they have made during the past year. Much credit is due the acting manager and his associates for the able manner and faithful zeal with which they have discharged the duties incumbent upon them. It would be desirable that they should be seconded in their efforts by the more frequent and familiar visits to the schools, of parents and friends interested, stimulating both teacher and pupil to increased exertion. I need not urge upon you the wisdom of pursuing a liberal policy towards these institutions. The best houses and neatest accommodations are invariably accompanied by a corresponding elevation of character, increase of application, and improved habits on the part of the pupils. A knowledge, too, that a city possesses liberal facilities for education would contribute largely to its growth and increase, for, attracted by its delightful situation and healthy climate, many would be induced to settle in order to avail themselves of the advantages thus afforded to their children. Society for its own benefit, owes to every child a good education free of charge; with that for his portion he may take his fortune in his hands, and going forth into the world, aspire to and reach the highest station in the land—for the experience of our country demonstrates that wealth is oftener an obstacle than an aid in the path of ambition and progress. Then cherish and foster well our common schools, for upon their success depends the further hope of safety for our free Government."

## CHEMISTRY AS APPLIED TO AGRICULTURE TAUGHT IN COMMON SCHOOLS.

*From the Official School Journal, State of N. Y.*

We are glad to see that the subject of Chemistry as applied to Agriculture, is receiving encouragement at the N. Y. State Institution. The following circular will show the interest felt in this matter by the officers of the Normal School :

*To the Graduates of the State Normal School :*

In pursuance of the request of the Executive Committee of the Normal School, I have prepared the following Circular. Its object is to bring before each of you, the claims which the Agricultural interest of New York have upon you, for your co-operation in aiding, so far as you can consistently with your duties as common school teachers, in making known the true principles of Farming. The science of Agriculture is not only of great utility, but is the foundation of the wealth of all nations, and consequently should receive, to a certain extent, the fostering care of government.

It is believed that you, who have, in part, been educated by the liberality of this State, will respond cheerfully to any reasonable demands which may be made for the advancement of her interests in this respect. It is also believed, that your attention being once called to this subject, you will readily see that you have it in your power to do much good in this direction ; and that you will not only feel a willingness, but a desire, thus to extend the knowledge of this important branch of education.

Those who shall hereafter receive a Diploma of this Institution, will be required to understand, to a certain extent, the elementary principles of Agriculture, and for this reason they, as teachers, will be better prepared than yourselves to diffuse this knowledge through the community, by means of the common schools. To supply in part the deficiencies under which you will labor in the advancement of of this knowledge, our Executive Committee have directed me to transmit to each of you a copy of Prof. Johnston's Catechism of Agricultural Chemistry and Geology, which work has been recently adopted as an elementary text book for this school. They are enabled to do this by the liberality of James S. Wadsworth, Esq., of Geneseo, acting as the representative of his late father.

The earnestness which the Committee feel in this matter will be seen from the following extract, taken from their last annual report made, through the Regents of the University, to the Legislature, Feb. 11, 1850.

"The Committee, appreciating the great and growing importance of agricultural science, and considering it, in its elementary principles, an appropriate subject for common school instruction ; and considering also, that with the aid of suitable text books now, or soon to be attainable, the subject, always appropriate, has at length become feasible for such instruction ; have recently assigned it to a more prominent place than it had before held in the Normal School, by making it a separate and independent branch, and requiring it to be taught as an essential or constituent part of the course of study pursued in the school. The committee, impressed, as they themselves are, with the great importance of this new subject of study, hope to be able, through their normal graduates, acting under a like impression, to cause it to be introduced into all the schools taught by such graduates, and through their influence and that of such schools, to cause it to be finally adopted as part of the regular course of study in all the common schools, at least in the rural or agricultural part of the State.

The Committee have learned, with much satisfaction, from the proceedings of the State Agricultural Society at its last annual meeting, that a treatise on the subject above referred to, has been recently prepared by Professor Norton and submitted to the society, who, after due examination, have recommended it as a very valuable production, specially appropriate for the use of common schools, and have directed it to be published with a view, as is understood, to such a use. Such a treatise at this time, together with the text books already published and in practical use, will, in the opinion of the committee, furnish all needful facilities for common school instruction on the subject above referred to."

GEORGE R. PERKINS, Principal, N. S.

*Normal School, Albany, March, 1850.*

The Executive Committee are happy to express their commendation of the above circular, prepared by Prof. Perkins ; and would respectfully and earnestly urge upon the graduates of the Normal School

the importance of introducing the study of Agricultural Chemistry into the schools under their charge.

CHRISTOPHER MORGAN.

Chairman of the Executive Committee.

GIDEON HAWLEY,

WM. H. CAMPBELL,

CH. L. AUSTIN,

} Committee.

*Albany, March, 1850.*

## INFLUENCE OF TEACHERS' INSTITUTES UPON TEACHERS AND THE PUBLIC MIND.

*From the last Annual Report of the Boston Board of Education.*

It will be seen by the Secretary's report, that, within the past year, six Teachers' Institutes have been held in as many different parts of the Commonwealth, each of six days' duration. The attendance upon them has been considerably larger than in former years, and a very general interest in them has been manifested among the teachers of those portions of the State selected for holding them. Gentlemen of experience and reputation as teachers have been employed to aid in conducting them, and the Secretary has himself attended them personally, and contributed much, by his advice and active participation in their proceedings, to the measure of success they have attained. It is believed they have already accomplished much good, and that much more will result from them hereafter, as they shall be better understood, and more generally held and resorted to in all the different sections of the Commonwealth. So well satisfied are the Board of their utility that it is their intention to make provision for holding twelve in the course of the next year. They occupy a position for the instruction and improvement of teachers much below that of the Normal Schools, where all the requisite time may be devoted to the object, with all the means and appliances which the largest experience and most practised skill, aided by the most approved apparatus, can supply ; but the opportunity they offer to the teacher, who has neither the time nor the pecuniary ability to attend the latter, is of great value, and it is hoped will hereafter be embraced. Very visible improvement has been manifested in those who have attended them. New notions concerning the methods of teaching are suggested, and greater skill in the prosecution of them imparted. But what is of more value still, a generous emulation is excited, and a new impulse in the right direction given to a large body of teachers, at every institute held ; and in this way, when the whole Commonwealth shall be systematically reached by them, a spirit of improvement will be infused into the mass of the teachers throughout the State, which cannot fail to produce highly favorable results. The Board regard them among the most efficient means of improving our Common Schools, and recommend them to the continued patronage of the Legislature.

*From the last Annual Report of the Secretary of the Board.*

The experience of the present year goes to confirm that of past years, that no means employed by the State for the improvement of the schools have an immediate efficiency equal to that of the Institutes. They perform the office of light-armed troops, and by the celerity of their movements accomplish much that lies quite beyond the reach of the Normal Schools. They interfere neither with the latter nor with Teachers' Associations, but constitute the connecting link between them, and thus complete a well-arranged system of organizations. While those associations answer all the ends of similar associations among other professions, securing the pleasures of intercourse, the benefits of sympathy, and the information derived from mutual conference, discussions and lectures, the Institutes are, during the day. Normal Schools in miniature, and, at evening, popular meetings for enlisting the community at large in the work of education. \* \* \* In two instances during the present year,—those of the Institutes held at Hyannis and at Sandwich,—the inhabitants of the place entertained the teachers during the whole time without charge ; an example of public spirit which, it is believed, others will emulate.

As a proof that the influence of such meetings upon the towns where they are held is regarded as valuable, it may be mentioned that the people of Hyannis and Sandwich expressed the conviction that they had themselves received a greater favor than they had conferred. And if we rightly estimate the value of an improved public sentiment in respect to the importance of education, of more

correct views on the part of committees and others as to what constitutes a good teacher, and of a fresh and vigorous impulse given to all the schools in the vicinity of a Teachers' Institute, we shall, no doubt, be inclined to coincide in that view.

It should be constantly kept in mind that a training in the branches of study taught in the Common Schools cannot be given in one week, nor in two; and that Teachers' Institutes are not established with reference to such a design. Their object is rather to give to the whole body of teachers a new impulse to improvement; to direct their attention to the importance of ascertaining the best methods of instruction; to lead them, through the influence of eminent and experienced teachers, to task their own invention, judgment and skill to the utmost for perfecting themselves in the art of teaching. Much instruction is indeed incidentally given. Improved processes of training the mind and of teaching the elements of knowledge are exhibited. But the ulterior object, to which all other things are made subservient, is to awaken an enthusiasm for self-improvement. The tone and spirit of an Institute is therefore a matter of much greater moment than the amount of time given to a mere review of studies.

#### THE ADVANTAGES OF SCIENCE AND KNOWLEDGE TO A PROGRESSIVE PEOPLE.

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

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

#### CONDUCT OF AN ENLIGHTENED PEOPLE IN REGARD TO THEIR CONSTITUTION OF GOVERNMENT.

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

It is a remark, not less important because frequently made, that an indifferent constitution may be so administered, as to render a nation happy, and that, without a good administration, the best political institutions will fail of accomplishing that purpose. Now, as

the manner in which government will be administered in any nation, can never be foreseen, a discerning people will not confidently anticipate, as their perpetual portion, the highest degree of prosperity which their form of government seems calculated to secure. Nor will they fix their eyes so intensely, on the evils which may be felt at any period, as to forget the imperfection of all human establishments, and that, under a new form of government, may be concealed important advantages, which experience alone can bring to light. Rejecting alike the character of inconstancy, turbulence, and despondency, they will neither tamely yield to abuses, nor subvert their political institutions on account of them.—*Ibid.*

#### CONDUCT OF AN ENLIGHTENED PEOPLE IN THE SELECTION OF THEIR REPRESENTATIVES.

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

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

“The strong antipathy of good to bad.”

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

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

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

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

The moment a pupil understands the truth and the spirit of his lesson, he feels a lively pleasure in the knowledge acquired. The intellectual effort is his own; the satisfaction experienced is the reward given by nature for the effort. He has done his work and got his pay. No one else can pay so well as nature. Hence no adventitious rewards are so good as her real ones.

## Miscellaneous.

## A CHILD'S HYMN FOR THE CLOSE OF THE WEEK.

BY THE ITRICK SHEPHERD.

Before thy footstool, God of truth,  
An humble child bows down,  
To thank thee for the joys of youth,  
And all its errors own.

I know thou art the fountain head  
Whence all my blessings flow ;  
But all thy glory and thy good,  
I dare not seek to know :

Wh-ther thy path is on the wind,  
The pathway of the storm ;  
Or on the waste of waters wide,  
Which rolling waves deform :

But this I know: by flood or wild,  
Thou seest me night and day,  
And grievest o'er the wayward child  
That goes from thee astray.

Through all this week thy kindly  
sway,  
Has round me been for good--  
At task or play, by night or day  
In wilderness or wood.

And when I lay me down to sleep,  
Thy guardian shield be spread ;  
And angel of thy presence keep  
At watch around my head.

Oh, teach me to adore thy name,  
For all thy love to me ;  
Thy guardian goodness to proclaim,  
Thy truth and verity !

And through the darkness of the  
night,  
Watch o'er my thoughts that stray,  
And lift mine eyes upon the light  
Of a new Sabbath-day.

And in a holy frame employ  
Thy day, due praise to give,  
To Him who wept that I might joy,  
And died that I might live :

Who rose again and went above,  
That sinful ones like me,  
Might glory in redeeming love,  
To all eternity.

For all thy blessings showered around  
My kindred and my race,  
I bless thee, Lord, but most of all,  
For riches of thy grace.

For peace of mind and health of frame,  
And joys--a mighty store,  
Accept my thanks, and to thy name  
Be glory evermore !

**A FACT WITH A MORAL.**—A celebrated artist in one of his rambles, met with the most beautiful and interesting child that he had ever seen. "I will paint the portrait of this child," he said, and, "and keep it for my own ; for I may never look upon its like again." He painted it ; and when trouble came, and evil passions moved his spirit to rebel, he gazed upon the likeness of the boy, and passion fled, and holier thoughts entranced his soul. Years passed away, and at length, within a prison's walls, stretched upon the floor of stone, he sees a man, stained with blood, with glaring eyes and haggard face, and demoniac rage, cursing himself and his fellow beings, and blaspheming God, as he lay waiting for the moment of his execution. The artist transferred his likeness also to the canvas, and placed it opposite to the child's. How striking, how complete the contrast ! The angel boy,—the fiendish man ! What must have been the feelings of the artist, when, upon inquiry, he ascertained that both portraits he had made, were of the same individual ! The beautiful, the innocent child, had grown into the hideous, the sinful man !

## CURIOUS FACTS IN THE EARLY FREE SCHOOLS IN MASSACHUSETTS.

[In Mr. Mann's History of Dedham, an unpretending but very useful book, several facts are recorded, which throw light upon the early condition of the Free Schools of Massachusetts.]

1644. A Free School established, and \$20 and certain lands appropriated for its support till 1650.

1648. First Schoolhouse erected. The schoolmaster's salary, till 1695 was £20 a year, and then it was raised to £25.

1663. The town is presented for want of a school.

1669. Contract with Samuel Mann to keep the school one year at £20, to be paid in corn at the current price.

1691. The town is indicted for not supporting a school.

1700. Sir\* Prentiss began to keep the school, and is to receive £25 a year, and the keeping of his horse with hay and grass.

1702. Short pews were made by the pulpit stairs, where the boys shall be seated

1715. Boys so disorderly at church that they are ordered to sit in the alleys below, and persons are deputed to take care of said boys.

1718. Jarvis Pike paid six shillings by the selectmen for taking care of boys in the meeting house, three months.

1723. Jarvis Pike again employed "to keep the boys in subjection" from August till next March, and paid ten shillings.

1726. The school kept as last year, half the time in the school-house, and half in a private house in another village ; Master's salary, £40.

During the Revolution the School moneys were appropriated to pay the soldiers furnished by the town. [Ignorance has always been one of the *blessings* of war !]

1822. The town indicted for not keeping a Grammar School. [By a Grammar School, a High School is here meant, the town having several common schools.]

1832. The town divided into several school districts.

1847. The annual rate for Free Schools raised to \$5,000.

## EDUCATION AND WAR.

In the French Chamber of Deputies, in 1849, on the question of reducing the Military Expenditures of the Republic, M. Bowet made the following remarks :

My intention is to present to you some general considerations upon the War Budget. This Budget amounts, according to the statement of the Minister of War, to 432 millions of francs. If we add to this 151 millions appropriated to the Navy, we arrive at a total of more than one-third of the general expenses of the State.

I cannot convey to you my sense of the irrational distribution of the resources, when I observe how comparatively unimportant we deem the elements of intelligence and public prosperity, since our Budgets of Instruction, Commerce and Agriculture, amount, altogether, to barely 36 millions.

I will only say one word to convey what my idea is of such an appropriation of our Budget.

What should you think of the father of a family, who, possessing an income of 15,000 francs, should expend 5,000 francs in arms and horses, whilst he only appropriated 360 francs to the instruction of his children, and the improvement of his estate ? You would surely think that he was deeply plunged in barbarism. Well, this man, this father of a family, is France.

## FOREIGN WORDS AND PHRASES.

The use of foreign words always seems to imply one of two things, that the writer wishes to display his knowledge of the language from which he borrows, or that he is ignorant of the corresponding words in English ; in the former case, it is pedantry, in the latter, ignorance, and in both cases is a departure from true simplicity and elegance. A few examples will illustrate our meaning, and show the folly and the danger of the barbarous practice.

An excellent periodical, in a critical notice of Whittier's Poems, says, "The *physique* of the book is charming." To the mere American this conveys the idea, that as a medicine the book is agreeable. The reviewer probably means that the *mechanical execution* of the book is charming, but it may be doubted whether this is a correct use of the French word.

Examples of this useless intrusion of foreign words abound most in novels and the light literature of the day. A novel before us has such expressions as these : "They have just escaped from Paris, where they had been for some years among the *détenus*," (detained.)

"If it is religion that does all that for her, it is a religion of which I can form no idea ; *cela me passe*." Here the French is a mere paraphrase of the English words that are italicized, and how will the foreign words help the reader to any thing new,—but the vanity of the writer ?

"She had surrounded herself with vases of flowers, to give her apartment *un air de fête*," (a festive appearance.)

In such books, a *medley* or *mixture* is a *mélange* ; a *fray* is nothing short of a *mêlée*, and the *select* are not the *chosen* but the *élite*. Disputants do not differ *entirely*, but *toto calo*, and they never begin again, but *de novo*, or, as some goslings prefer to say, *ab ovo*.

And these are called *English sentences* ! We hesitate not to say that no teacher ought for a moment to countenance such works by reading them, and any one who would stoop to imitate them, is unfaithful to his trust. If he already can write pure English he needs no such *ornaments* ; and if he cannot write English correctly, nothing will more effectually prevent his doing so, than the use of foreign words and foreign idioms.

But our newspapers have caught the disease, and some editors and some editors who know too little of English and nothing of any

\*This title of respect is now rarely heard in New England, but we remember to have frequently heard it applied to venerable gentlemen by respectful domestics, especially colored ones, less than half a century ago—[Ed. Boston Common School Journal]. In the University of Dublin, the title is applied to all under graduates.—[The Journal of Education.]

other language, allow themselves to use foreign expressions, and often times commit egregious blunders, without the salutary pain of knowing it. Perhaps no foreign word is so frequently spelled wrong as *naïveté*, a word of three syllables, meaning *artlessness, ingenuousness*. The common error is to spell it *naïvette*. Then the pretty word, *poxy* has been superseded almost entirely by the French *bouquet*, or, as nine tenths of our editors spell it, *bo-quet*. As this spelling misleads the speaker, we recommend to the pedants to spell the word *boo-quet*, before it is too late.

The most common items of news are interlarded with such barbarisms. Thus the President is never going to Washington, but he is *en route* for that City. No remark can now be made *by the way* or *in passing*, but it must be *en passant*. A rising of the people is no longer a *mob* or a *rebellion*, but an *emeute*. Our ancestors did without *ennui* for many centuries, but their sons pretend that no English word expresses the full idea, and even Worcester has been compelled to give the word a place in his great dictionary. The difficulty of pronouncing this word more than balances any shade of meaning that it possesses over *listlessness, tediousness, irksomeness, &c.* which the best dictionaries have always given as completely synonymous with *ennui*.

Some years ago a venerable Boston editor discovered that *nous verrons* was a more expressive phrase than *we shall see*; and now every village editor, after giving his view of national affairs, gathers himself up in his arm-chair, and utters the doubtful prophecy, "*nous verrons*."

Now all this is exceedingly silly, if not positively injurious to both writer and reader. Our intercourse with thousands of teachers has satisfied us that, if they are more defective in one thing than another, it is in ability to write pure, easy, expressive English, and this they can never acquire while they allow themselves to read inferior authors, or to expect that the use of a few foreign expressions will atone for want of sense, or neglect of style.

#### PERSEVERANCE.

There are people, who, having begun life by setting their boat against the wind and tide, are always complaining of their bad luck, and always just ready to give up, and for that very reason always helpless and good for nothing; yet if they would persevere, hard as it may be to work up stream all life long, they would have their reward at last. Good voyages are made both ways.

A certain amount of opposition is a great help to a man. Kites rise high against, not with the wind. Even a head wind is better than nothing. No man ever worked his voyage anywhere in a dead calm. The best wind for anything, in the long run, is a side wind. If it blows aft, how is one to get back?

Let no man wax pale, because of opposition. Opposition is what he wants, and must have, to be good for anything. Hardship is the native soil of manhood and self-defence. He that cannot abide the storm without flinching or quailing, strips himself in the sunshine, and lies down by the wayside, to be overlooked and forgotten.—*John Neal*.

**IMPORTANCE OF MORAL EDUCATION**—Under whose care should a child be put to be taught during the tender and flexible years of his life. Most certainly it should be one who thinks Latin and languages the least part of education; one who knowing how much virtue and a well-tempered soul is to be preferred to any sort of learning or language, makes it his chief business to form the mind of his scholars, and give that a right disposition; which, if once got though all the rest should be neglected, would in due time produce all the rest; and which if it be not got and settled so as to keep out ill and vicious habits,—languages, and sciences and all the other accomplishments of education, will be to no purpose but to make the worse or more dangerous man.—*Locke*.

**COURTESY**—Shall courtesy be done only to the rich! In good-breeding, which differs, if at all, from high breeding only as it gracefully insists on its own right, I discern no special connection with wealth or birth; but rather that it lies in human nature itself, and is due from all men towards all men. Of a truth, were your schoolmaster at his post, and worth any thing when there, this with so much else would be reformed. Nay, each man were then also his neighbour's school master; till at length a rude-visaged, unmannered peasant could no more be met with, than a peasant

unacquainted with botanical physiology, or who felt not that the clod he broke was created in heaven.—*Thomas Carlyle*.

**PARENTAL TEACHING**—If parents would not trust a child upon the back of a wild horse without bit or bridle, let them not permit him to go forth into the world unskilled in self-government. If a child is passionate, teach him, by gentle and patient means, to curb his temper. If he is greedy, cultivate liberality in him. If he is selfish, promote generosity. If he is sulky, charm him out of it, by encouraging frank and good humor. If he is indolent, accustom him to exertion, and train him so as to perform even onerous duties with cheerful alacrity. If pride comes in to make his obedience reluctant, subdue him either by counsel or discipline. In short, give your children the habit of overcoming their besetting sins. Let them acquire from experience that confidence in themselves which gives security to the practised horseman, even on the back of a high-strung steed, and they will triumph over the difficulties and dangers which beset them in the path of life.—*Maine Paper*.

**DOUBLE YOUR MONEY**—By taking an interest in your schools and your children's proficiency, you can double the value of your school money and make one dollar worth two. Let the children see that their parents feel a deep interest in their improvement and they will be likely to feel the same. Talk with them,—see if they learn thoroughly,—encourage them, and always visit the school. Half a dollar spent for that purpose will be worth more than a five dollar bill to lengthen out the school. Why not make the most of your money?

**TAKINGS—NATIONAL CHARACTERISTICS**—An experiment, which displays the characteristics of three nations, was once made in the following manner:—An Englishman, Irishman, and American, discussing the aptness of their several countrymen at repartee, agreed to make an experiment upon the three first they encountered. The first was an English laborer. John, said one of the gentlemen, what would you take to stand all night naked in the street? I should take my death-cold, said the Englishman. An Irish laborer soon came along, and the same question was put to him. Naked, your honor? said he. Yes, naked, Michael. Faith, your honor, I would take a great coat. Next came an American. Jonathan, said the same gentleman, what would you take to stand all night naked in the street? I would not take less than a ten dollar bill, said Jonathan, and I don't care to do it for that.

**EDUCATIONAL JOURNALS IN THE UNITED STATES**—Though the Journal is but ten years old, yet compared with any other Journal devoted to the cause of education in this country, its age is patriarchal. One,—the Albany "District School Journal," which was established about two years after this, having been nourished by the bounty of the State, still survives. But numerous others, subsequently commenced, have been sad remembrances of the brevity of life. Some have died as soon as born, because they had no life, no vital organs within them; but others, and the far greater number, have perished from the bleak atmosphere,—the coldness, the congelation, into which they were born. May the survivors long live to earn the highest of all rewards,—the reward of well-doing; and may their last days be their best days.—*Horace Mann's Farewell Address in the Boston Common School Journal*.

Moderation is the silken string running through the pearl-chain of all virtues.—*Bishop Hall*.

We must be wise ourselves before we can understand or duly estimate the sayings of wise men.

The State that would improve its Schools, must first improve its teachers.

No labors can be too arduous, no means too costly, that lead the young mind to the discernment of justice, and the practice of benevolence.

A man's generosity is not to be measured by the largeness of the amount he gives, but by the smallness of the amount he has left, after his gift.

# JOURNAL OF EDUCATION.

TORONTO, MAY, 1850.

## MAY NOT ALL THE YOUTH OF UPPER CANADA BE BLESSED WITH FREE EDUCATION, FROM THE COMMON SCHOOL UP TO THE UNIVERSITY ?

"By Education, I mean not the mere acquisition of certain arts, or of certain branches of knowledge, but that instruction and discipline which qualify and dispose the subjects of it for their appropriate duties and employments of life, as Christians, as persons of business, and also as members of the civil community in which they live.

"The basis of an educational structure adapted to this end should be as broad as the population of the country; and its loftiest elevation should equal the highest demands of the learned professions, adapting its gradation of schools to the wants of the several classes of the community, and to their respective employments or professions, the one rising above the other—the one conducting to the other: yet each complete in itself for the degree of education it imparts; a character of uniformity as to fundamental principles pervading the whole: the whole based upon the principles of Christianity, and uniting the combined influence and support of the Government and the people.

"The branches of knowledge which it is essential that all should understand, should be provided for all, and taught to all; should be brought within the reach of the most needy, and forced upon the attention of the most careless. The knowledge required for the scientific pursuit of mechanics, agriculture and commerce, must needs be provided to an extent corresponding with the demand, and the exigencies of the country; while to a more limited extent are needed facilities for acquiring the higher education of the learned professions.

"In illustration of what I mean by the gradation of Schools, and the importance of it, I would observe that our Common Schools should answer to the Primary Schools of France and Prussia; that our District Model Schools should be made our country's Industrial, or Real or Trade Schools; that our District Grammar Schools should be made to occupy the position and fulfil the functions of the French Communal and Royal Colleges, and the Prussian Higher Burgher Schools and Gymnasias; a Provincial University or Universities completing the series.

"Under this view the same principle and spirit would pervade the entire system, from the Primary Schools up to the University: the basis of education in the Elementary Schools would be the same for the whole community—at least so far as public or governmental provisions and regulations are concerned—not interfering with private Schools or taking them into the account; but as soon as the pupils would advance to the limits of the instruction provided for all, then those whose parents or guardians could no longer dispense with their services, would enter life with a sound elementary education: those whose parents might be able and disposed would proceed, some to the Real School to prepare for the business of a farmer, an architect, an engineer, a manufacturer, or mechanic, and others to the Grammar School to prepare for the University, and the Professions.

"In the carrying out and completion of such a system, the courses of instruction in each class of Schools would be prescribed, as also the qualifications for admission into each of them, above the Primary Schools: each School would occupy its appropriate place, and each Teacher would have his appropriate work."—*Report on a System of Public Elementary Instruction for Upper Canada, 1846.*

Such is the outline of the entire system of public instruction for Upper Canada drawn by the writer in 1846; since which time nothing has been done beyond attempting to introduce and establish the elementary or Common School department of the system. The question to which we now invite attention, is, whether all departments of the system may not only be efficiently established, but whether they may not all be made FREE? We do not propose that any one department shall be made free by a compulsory act of the Legislature; but we submit the question, whether they may not all be made free by the voluntary acts of the parties who are or may be empowered to manage them?

In respect to the *Common Schools*, the desire and effort towards making them *free*, are extending in every county throughout Upper Canada. Had it not been for the impediments thrown in the way of accomplishing that object by the provisions of the School Act passed last Session, a large proportion of the Schools would have been made free the current year. No inconsiderable part of the correspondence of the Education Office, during the last three months, has been occasioned by Trustees applying for advice as to the means by which difficulties arising from certain provisions of the new Act could be removed, and *free* schools established in their respective school sections. Let each school section be empowered not only to judge, but to act for itself as to the mode of supporting

its own school, and school after school by scores and hundreds will soon be made FREE, and the facilities of education will be proportionably extended. Under the provisions of a law thus conferring upon each school section the rights of self-government in the affairs of its own school, we believe scarcely five years will elapse ere the monthly and quarterly rate-bill will cease to keep thousands of children from the school, and over every schoolhouse door in Upper Canada will be inscribed the golden motto—"EDUCATION FOR ALL, WITHOUT MONEY AND WITHOUT PRICE;"—a motto more than grateful to the feelings of every patriotic heart—such as will not only impart to Upper Canada the most potent element of a peoples' grandeur and happiness, but attract many a parental and intelligent emigrant to it as the home of himself and posterity. A school supported by a rate upon the *property of all*, involves the obligation and certain result of employing a teacher competent and fit to teach the *children of all*; and hence the greater elevation and efficiency of the school will correspond to the wider extension of its benefits.

As to the *Grammar Schools*—which ought, as they were designed, to fill up the intermediate space between the Common School and the University—there appears to us to be little difficulty in making them as free for the objects contemplated by them as any Common School can be made. If the Fund set apart in aid of Grammar Schools be apportioned and expended upon the same principle and conditions as those on which the Legislative Grant in aid of Common Schools is apportioned and expended, the one class of schools can be made free as easily as the other class. If not a farthing of the Common School Grant is apportioned to any town, city, or county, except on the condition of an equal sum being raised by assessment in such town, city, or county, why should not the same condition be required in apportioning the moneys set apart for the support of Grammar Schools? And if those moneys be apportioned on such a condition, the amount of the Grammar School Fund will at once be doubled—which will afford the Masters better salaries than they now receive, and supersede the necessity of *tuition fees*; and thus lay the foundation for *free Grammar Schools*, as well as *free Common Schools*, throughout Upper Canada. And as it is required by law that each Common School shall be taught by a *qualified* teacher of the elementary branches of an English education; so should it be required that provision be made in each Grammar School for teaching the higher branches of an English and Commercial Education, and algebra, geometry, the Latin and Greek languages, so far as to prepare students to enter the University. If under the free school system the wealthier classes, who are specially interested in the Grammar School, are called upon to contribute according to their property to the support of the Common School, the less wealthy classes who are specially interested in the Common School, will contribute in like manner to support the Grammar School. Thus will equal justice and perfect equality be established between the different classes in supporting the Grammar and Common Schools, while the true principles of political economy will be developed in providing the means of education for the whole people.

Then, as to *Collegiate or University Education*—the fees of students attending our Provincial University amount to less than £500 per annum;—a sum which would scarcely be missed from the funds of an institution so munificently endowed—a sum that can be more than saved by an economical and judicious management of the endowment, and by the reduction in the amount of *scholarships*, which would naturally result from making the University FREE—free to all who come up to the standard of qualifications required for matriculation, and who demean themselves according to the statutes and laws of the institution.

Under such a system of public instruction, how blessed would Upper Canada be in itself, and how enviable and glorious would she appear in the eyes of civilized nations! What an impulse, what energy, what hope, would it impart to many an obscure youth, whose bosom burns with the latent kindlings of genius, or the incipient strugglings of talent, to feel that the path of knowledge, of distinction, of usefulness, is not barred by so much as a single impost—is a free highway before him, even to the highest attainments which can be reached within the walls of a public university! What love, what pride of country would such an educational system create! What intellectual developments would it produce! What power of knowledge would it bestow!—the real, the noblest power of a great and prosperous and happy people. And how widely would it diffuse that power among all classes of society, with all its unnumbered and inconceivable blessings! And yet its attainment is perfectly within our reach. It requires no elaborate statutes, or complicated machinery, but is involved in the voluntary corporate application of a simple principle, which, like the law of attraction in the material universe, acts upon the whole intellectual world of the body politic, imparting to each mental body a momentum, not according to the accident of conventional rank, but according to the inherent property of merit.

Since meditating these views, we have found, for the first time in the course of our reading, the substance of them embodied in a late *Oration on the Public Education of the People*, by the Rev. THEODORE PARKER, of Boston; and we will conclude by extracting his lucid exposition and vivid illustrations of this subject:—

“To accomplish the public education of the children of the People we need three classes of institutions: free Common Schools, free High Schools, and free Colleges. Let me say a word on each.

“The design of the Common School is to take children at the proper age from their mothers, and give them the most indispensable development, intellectual, moral, affectional, and religious,—to furnish them with as much positive, useful knowledge as they can master, and, at the same time, teach them the three great scholastic helps or tools of education—the art to read, to write, and calculate.

“We need also public High Schools, to take children where the Common Schools leave them, and carry them further on. Some States have done somethings towards establishing such institutions: they are common in New England. Some have established Normal Schools, special High Schools for the particular and professional education of public Teachers. Without these, it is plain there would not be a supply of competent educators for the public service.

“Then we need free Colleges, conducted by public officers, and paid for by the public purse. Without these the scheme is not perfect. The idea which lies at the basis of the public education of the People in a popular government, is this: every man, on condition of doing his duty, has a right to the means of education, as much as a right, on the same condition, to the means of defence from a public enemy in time of war, or from starvation in time of plenty and of peace.

If all are free, Common Schools, High Schools, and Colleges, boys and girls of common ability and common love of learning, will get a common education: those of greater ability, a more extended education, and those of the highest powers, the best culture which the race can now furnish, and the State afford. Hitherto no nation has established a public College, wholly at the public cost, where the children of the poor and the rich, could enjoy together the great national gift of superior education. To do this is certainly not consistent with the idea of a privileged aristocracy, but it is indispensable to the complete realization of a popular government.

“The Common Schools giving their pupils the power of reading, writing, and calculating, developing his faculties and furnishing him with much elementary knowledge, put him in communication with all that is written in a common form, in the English tongue: its treasures lie level to his eye and hand. The High School and the College, teaching him also other languages, afford him access to the treasures contained there: teaching him the mathematics and furnishing him with the discipline of Science, they enable him to understand all that has hitherto been recorded in the compendious forms of Philosophy, and thus place the child of large ability in connection with all the spiritual treasures of the world. In the mean time, for all these pupils, there is the material and the human world about them, the world of consciousness within. They can study both and add what they may to the treasures of human discovery or invention.

“It seems to me that it is the duty of the State to place the means of this education within the reach of all children of superior ability,—a duty that follows from the very idea of popular government, not to speak of the idea of Christianity. It is not less the interest of the State to do so, for then, youths, well born, with good abilities, will not be hindered from getting a breeding proportionate to their birth, and from occupying the stations which are adequately filled only by men of superior native abilities, enriched by culture, and developed to their highest power. Then the work of such stations will fall to the lot of such men, and of course be done. Eminent ability,—talent or genius,—should have eminent education, and so serve the nation in its eminent kind: for when God makes a million-minded man, as once or twice in an age, or a myriad-minded man, as he does now and then, it is plain that this gift also is to be accounted precious and used for the advantage of all.”

#### NORMAL SCHOOL INSTRUCTION IN CANADA AND THE UNITED STATES.

By referring to an article on the sixty-eighth page, headed “Chemistry applied to Agriculture taught in Common Schools,” it will be seen that the same steps have recently been taken by the authorities of the N. Y. State Normal School to make the Common School system subservient to the interests of agriculture as have been adopted in Upper Canada during the last two years, and the use of the same Catechism of Agricultural Chemistry and Geology has been recommended with which the Students of our Normal School have from time to time been supplied. This coincidence of proceeding, in a matter of so great practical importance, is a gratifying circumstance, and is confirmatory of the judiciousness of the course which has been almost simultaneously adopted in both countries. We hope the article to which we have referred will be attentively read, and the object of it duly regarded by Teachers who have attended our Provincial Normal School.

We have pleasure also in referring to the Rules (inserted on page 75) which have been lately adopted by the Board of Education in Boston for the future Regulation of the Normal Schools in the State of Massachusetts. Recollecting that the “term” mentioned in these Rules, is a period of three months, it will be seen how similar are the regulations relating to the Normal Schools in Massachusetts to those according to which the Normal School for Upper Canada has been conducted, in regard to the term of receiving candidates, the conditions of continuing them in the School, and the course of studies pursued; with the exceptions, that “moral and intellectual philosophy” has not yet been taught in our Normal School, and agricultural chemistry seems to have been but very partially introduced into the New England Normal Schools. The progress of all these Schools, from their commencement, like that of our own, has been most gratifying; and they are now regarded not only as an important, but vital part of the public school system.

#### Office and Salary of the Secretary of the Massachusetts Board of Education.—The Boston Common School Journal says—

“The Secretary of the Board of Education (Rev. Dr. Sears) has been made *State Librarian* also. We cannot see the use of this change. The Secretary needed an office, and as no other seemed available, the Library Room was given to him, and the care of the Library superadded to his duties. There seems to be no connection between his proper duties and the care of the Library, and there is reason to fear that the innovation is not an improvement.

“The Salary of the Secretary is raised to 1,600 dollars, in addition to his travelling expenses, and he receives 500 dollars more from the estate of the late Edmund Dwight, (who added that amount annually to the salary allowed by the Legislature to Mr. Mann, and bequeathed the same annual sum to his successor in order to secure the due efficiency of the office.) We do not think this is too much for a competent Secretary, but, as he has an Assistant, and, if he do his best, he can do no more than his predecessor did, it seems rather ungracious in the Legislature of this great State, when only \$1,500 was allowed to Mr. Mann, without an Assistant, and without allowance for travelling expenses, to vote him a remuneration of only \$2,000, when it was ascertained by an inquiry instituted by themselves, against his will, that he had expended more than twice that sum for the State.”

## FREE SCHOOLS IN THE CITY OF TORONTO.

In the May number of this *Journal* for last year, we deplored the closing of the City Schools by the Corporation, "while juvenile crime increased and abounded beyond all precedent." We were opposed at the time by some members of the Press in the City, who denounced the principle of *Free Schools* as a means of ameliorating the sad condition into which unrestrained crime and juvenile depravity would ultimately plunge us. Since that period the question has forced itself upon public attention, and we were happy indeed to meet with the following remarks on the subject in a late number of the *Toronto Patriot* :—

"A few days ago we were led to some consideration relative to the necessity which exists for using every endeavour to obviate the dreadful national evil of a vicious pauperised population—vicious because ignorant—irreclaimable when grown up to a certain point. We then pointed to two objects of prominent importance, viz.: the education of juvenile paupers, and the reclamation of juvenile criminals—both presenting great difficulties, both requiring the interference of the State, and both, if neglected, bringing forth the fearful retribution of national demoralization and crime from the awful effects of which no class can hope to escape. If there is one argument stronger than another in favor of the Common Schools being *free*, it is this : that there is a large portion of the community who will not, or cannot give any care towards the management, much less the education of even their own children, but who will not interfere to prevent it, provided they themselves are not called upon for expense or thought concerning it. Destitute children ought to be children of the State, and surely the uncared for children of the idle and profligate are worse off than the merely destitute. The results drawn from the "Ragged Schools" in England and Scotland, corroborated by our satisfactory though limited experience here, most strongly prove the important fact, that the great majority of the children of the pauper population, and we suppose all other children, will learn if they only have the opportunity, and are kindly treated. Is it not then the duty of the State to give them that opportunity, and thus open at least to them the knowledge of good, from which their position otherwise shuts them out hopelessly? At a public meeting, lately held in Manchester, the Chairman maintained that the ratio of crime is directly inversely proportioned to the amount of education. 'We shall be told that people in superior circumstances, generally, have a superior education, and are not exposed to the same temptations that those occupying a lower class are. I grant that to some extent this is true; but not by any means to the extent they go, when they seek to draw any important conclusions from it. From the returns which I have given you, you will find that only one out of 150,000 of the population have been committed for crimes. I could show you that out of 8,000,000 females in this country, a whole year has passed without a single educated female being committed for trial for any offence whatever. But there are in London, as you well know, a number of well-educated—I'll call them gentlemen, or educated men, if you please—who have to struggle day by day, and hour by hour, against an amount of privation which, in my humble judgment, few people in this part of the country understand. You shall take your actors, your authors, your artists, your men connected with various learned professions, your teachers, your decayed families, and others, of whom you have an enormous mass in London, and I'll show you that in the year 1840, whilst you had fifteen hundred uneducated people committed to prison in Lancashire, in the County of Middlesex, in which London is situated, not one educated person was committed to prison for any offence whatever!"

"This is the cheapest mode of reducing the expenses of the administration of Justice. The reformation of Juvenile criminals is the next great object to the real philanthropist. (We say juvenile, because in the case of the practised or grown up criminal, reformation is almost hopeless.) Though compared to the former, this is indeed a work of difficulty, it is still of vast importance. Difficult as it is, how can any Christian community rest satisfied to permit young offenders—some guilty perhaps through mere idleness, others from bad example, and others again from compulsion—to grow up hardened in the ways of vice, and pursuing paths which

can terminate but at the gallows, without making a strong effort to save them? Punishment, however, will not do this. NOTHING BUT EDUCATION can succeed in accomplishing it. This is the true secret. It will be seen at once, that by Education we mean, teaching the individual some mode of employing his time profitably, besides impressing religious principles of thought and action—thus developing the powers, intellectual and manual, and directing them into legitimate channels. To confine or flog, or place in solitary duress, is of no use, unless the means of moral and religious instruction be superadded and combined with some mechanical occupation which will employ both the head and the hands; and by which, when the individual is discharged from prison, he will be able to earn a comfortable subsistence by his own industry.

"We are told however that all plans for this purpose are very expensive. So they are—but are not all other items connected with 'criminal justice' very expensive. The City of Toronto pays now £750 per annum for the use of the District Gaol.

"We would respectfully press upon all our Municipal Councils, and other influential parties, as well as upon all who pay taxes, the importance of a strong and united effort in that direction. Not merely are our ideas as philanthropists engaged in it, but our social, domestic, and selfish feelings are concerned. If we would keep our families from demoralization, our property protected, and our taxes low, the education of the pauper population, and the reformation of juvenile offenders, must be ever prominent in our minds."

From the *St. Catherines Journal*, May 16th.

## FREE SCHOOLS—ST. CATHERINES.

On Saturday evening last, we were favored by hearing Dr. Ryerson deliver a lecture on the subject of Common Schools. The Rev. gentleman introduced the subject by modestly stating that his object was not to lecture, but rather to suggest to general consideration a few subjects for thought, or may be, action. The necessity of education was well illustrated by a comparison of man with many animals, who do by instinct that which requires education to produce in man. The importance of building suitable houses for purposes of education, and employing suitable teachers, was eloquently and forcibly dwelt on. Then came the matter to be taught—useful knowledge, fitting the recipient for his probable calling in life, should be imparted, and the mind developed, so as to use and apply the materials supplied to it by education. Man's responsibility to his God and his fellows, and subsequently the necessity of making him acquainted with the laws of God, was forcibly dwelt on by Dr. Ryerson. Then came a lucid, forcible and argumentative appeal as to the natural rights of every child, whether rich or poor. If there be such a thing as natural rights, they must embrace a just and righteous claim to education. Natural rights, and equal rights and privileges, were household words among us; but how could we consistently continue to retain or use such words, if we did not provide education for the child of the poor man as well as the rich? We submit to be taxed in proportion to our properties for every other necessary purpose, and why not for this? The Doctor, as the advocate of the poor man's child, was irresistible, and his arguments derived from political economy, and the Bible, deserves to be written in letters of gold. On this part of his subject he departed from the cold, cautious and argumentative strain in which he had previously conducted his address, and waxed warm, because he evidently felt the force and importance of making this claim well understood. The cold, selfish and narrow-minded policy of the men who have educated their own children, either by private or public means, and would leave the numerous offspring of the poor to "perish for lack of knowledge," received no mercy at the hands of the speaker. In no part of Canada West could these truths be more required than in St. Catherines, and most sincerely do we wish that Dr. Ryerson may comply with an application about to be made to him, by the inhabitants of this place, to come and deliver a public lecture on this same subject, in our Town Hall. The audience was small, owing to a defective notice, but we can promise the Doctor, an overflowing audience, should he come again with due notice. The Doctor's allusions to the free school systems of Prussia, Switzerland, and the States of America, were interesting and humiliating. We attach, and have long done so, vast importance to this simple principle of *free schools*. If we may not compel every man to educate his child, let us at least make provision for every man's child. Then the poor man will have no apology, and

society will not have to blame itself for the ignorance so dangerous to the progress of civilization. The apathy and ignorance which have rested on the public mind hitherto, on this subject, is almost incredible, a—

"Truth so strange, 'twere bold to think it true,  
If not far bolder still to disbelieve."

We may not disbelieve in this apathy so long as we remain without legislation making our schools as free as the air we breathe. If only those lands—the seventh of the province—now devoted to strife and discord, endowing creeds as opposite as day and night, setting one part of the community against the other, and ultimately endangering the liberties of the country, were secured for purposes of education, then would be laid a foundation for free schools commensurate with the wants of the country. This would remove the objection now made by many property holders, namely, increased taxation. We hope the Bill about to be submitted to the House will secure to the people the appointment of their School Trustees in cities as well as in the country. Let us not be told that the Trustees selected by the Board of Police will answer the purpose, and concede the principle. We say no. Let the people directly, in every school section, elect their own Trustees, for many men in cities and towns have and will continue to have an interest in education, that have very little influence in the formation of Boards of Police, and would have no confidence in Trustees appointed by such Boards. Let the bill not only be based on liberal principles, but let it be so in all its details.

*From the Barrie Magnet.*

We give this week some extracts from the address of the Chief Superintendent of Schools, to the inhabitants of Upper Canada. The matter therein is discussed, namely, "The System of Free Schools," is so well worthy of the attention of every inhabitant of every District in Canada, that he would recommend it to their most earnest consideration. We recommend it, not because it would benefit the children of any man alone—not because the man without family should pay, that the man with family should reap the advantages—not because it would be of advantage to one set of men more than another, but because it would eventually lead to the improvement of the country and the happiness and prosperity of all. It is alone well directed enterprise that can improve a country, and that enterprise can never exist without education. If, suppose each man in the County of Simcoe were taxed according to his property, how small would be the tax on the poor man; how large the tax on the rich one. We would be sorry to advocate a system which would make a poor man suffer at the expense of the rich, but when we know the practical good which would be derived, we would make poor and rich suffer each according to his means. But we would go further; we would leave the question to be discussed by the people themselves. Let them call meetings in their several School Sections, and after debating the matter, put it to vote. This would be an easy way of ascertaining the sense of the people on the subject, and we are certain that in nine cases out of ten the verdict would be "Free Schools."

*From the Montreal Pilot of May 16th.*

**PROGRESS OF EDUCATION IN UPPER CANADA.**—On our first page will be found an important communication on the subject of "Teachers' Institutes," in the form of a Circular from the Superintendent of Education. This is another step in advance; and affords gratifying proof of the interest felt in education in the Upper Province. Those gatherings of Teachers cannot fail to be productive of the best results; we trust, therefore, that the Superintendent's appeal will be responded to with alacrity and zeal worthy the object. A desirable change, we observe is about to be made in the management of the Normal School. There is to be henceforth but one Session in the year, extending from the first Monday in September to the last week in May. The whole of that period will be uninterruptedly devoted to study and training, and the Teachers will thus complete their preparation during one term of residence. This is a decided improvement. We are glad to learn, also, that the standard of qualifications is now raised. Candidates for the office of Teacher must be acquainted with the elements of Geography and Grammar, in addition to reading, writing, and a knowledge of the simple rules of arithmetic, which have been hitherto, the only essential pre-requisites. This is another cheering

indication of progress. Upper Canada is far ahead of us in this matter of education. Why do not the inhabitants of the Lower Province bestir themselves, and petition for the establishment of a Normal School here?

#### NORMAL SCHOOLS IN MASSACHUSETTS.

*Rules adopted at the late meeting of the Board of Education, for the Regulation of the Normal Schools.*

1. No new applicants for admission to the Normal Schools shall be received, except at the commencement of the term.
2. It shall be the duty of the Secretary of the Board and of one of the visitors to be present on the first day of the term, for the examination of the candidates for admission.
3. There shall be two periods for the admission of new members, the time to be fixed by the visitors of each school.
4. Candidates for admission at the West Newton Normal School must promise to remain four consecutive terms; and at the other Normal Schools, three consecutive terms. An exception may be made in the case of persons of more than ordinary experience and attainments.
5. It shall be the duty of the principals of the several Normal Schools to make a report, at the end of each term, to the visitors, and if, in their judgment, any do not promise to be useful as teachers, they shall be dismissed.
6. The course of study in each of the Normal Schools shall begin with a review of the studies pursued in the Common Schools, viz.: reading, writing, orthography, English grammar, mental and written arithmetic, geography, and physiology.
7. The attention of pupils, in the Normal Schools, shall be directed, 1. To a thorough review of elementary studies; 2. To those branches of knowledge which may be considered as the expansion of the above-named elementary studies, or collateral to them; 3. To the art of teaching and its modes.
8. The advanced studies shall be equally proportioned, according to the following distribution, into three departments, viz.: The mathematical, including algebra through quadratic equations; geometry, to an amount equal to three books in Euclid; book-keeping, and surveying. 2. The philosophical, including natural philosophy, astronomy, moral and intellectual philosophy, natural history, particularly that of our own country, and so much of chemistry as relates to the atmosphere, the waters, and the growth of plants and animals. 3. The literary, including the critical study of the English language, both in structure and history, with an outline of the history of English literature: the history of the United States, with such a survey of general history as may be a suitable preparation for it; and historical geography, ancient and mediæval, so far as is necessary to understand general history, from the earliest times to the period of the French Revolution.
9. "The art of teaching and its modes," shall include instruction on the philosophy of teaching and discipline, as drawn from the nature and condition of the juvenile mind; the history of the progress of the art, and the application of it to our system of education; and as much exercises in teaching under constant supervision, towards the close of the course, as the circumstances and interests of the Model Schools will allow.
10. Members of the Normal Schools may, with the consent of the respective Boards of Visitors, remain as much longer than the period required, as they may desire.—13th Annual Report.

*Boston, Dec. 13, 1849.*

**INGENUITY IN TEACHERS.**—I had a ride on the South Sea Railroad to Cohasset, and a young friend of mine, who teaches in that region, to show how much more effectual sympathy is than the rod, in governing a school, related the following incident. The other day, about twenty of the scholars were taken with a sudden and severe fit of coughing. It was one of those contagious coughs peculiar to schools, and to conventions with a dull speaker on the stand. Instead of using harsh measures to stop the noise, he called the afflicted ones from their seats, alluded to the danger of sitting in a stooping posture with such a serious cough on their lungs, and then advised them to stand erect on the floor an hour or so. At the time of recess, he thought it would not answer for them to go out and play in the cold, while in such a dangerous condition, for by increasing their influenza they might lose their lives. His tender-heartedness was too much for them; they all came in, in the afternoon, completely cured.—*Excelsior.*

## Educational Intelligence.

## CANADA.

**Midland District Common Schools, 1849.**—Compiled from the Report of the District to the Chief Superintendent of Schools:—No. of Schools, 176; average time open by qualified Teachers, 9½ months each; amount paid Teachers, £4,925 14s. 4d.; No. of pupils, 7,345—of boys, 4,038—of girls, 3,307; average attendance of pupils in Summer, 4,007—of boys, 2,092—of girls, 1,995; in Winter, 4,461—of boys, 2,605—of girls, 1,856; No. of children of school age, 12,739; Sunday School libraries, 13; vols. therein, 1,275; public do. 5; vols. therein, 750; total libraries reported, 18; total vols. therein, 2,025; school visits by Superintendent, 323; by Clergymen, 135; by Councillors, 44; by Magistrates, 98; by others, 304; total visits, 904; No. of academies, &c., 3; pupils therein, 60; total educational establishments reported, 179; total pupils therein, 7,405.

**Prince Edward District Common Schools, 1849.**—No. of Schools, 93; average time open, 8 months each; amount paid Teachers, £1,859 14s. 2d.; No. of pupils, 4,350—of boys, 2,148—of girls, 2,202; average attendance of pupils in Summer, 2,055—of boys, 1,122—of girls, 933; in Winter, 2,334—of boys, 1,390—of girls, 944; No. of children of school age, 5,600. No libraries, or other schools reported. School visits by Superintendent, 170; by Clergymen, 76; by Councillors, 18; by Magistrates, 32; by others, 283; total visits, 579.

**Newcastle District Common Schools, 1849.**—No. of Schools, 184; average time open, 9½ months each; amount paid Teachers, £5,615 12s. 0d.; No. of pupils, 8,651—of boys, 4,753—of girls, 3,898; average attendance of pupils in Summer, 4,616—of boys, 2,392—of girls, 2,214; in Winter, 5,132—of boys, 2,944—of girls, 2,188; No. of children of school age, 16,090; No. of Common School libraries, 3; vols. therein, 116; No. of Sunday School do., 24; vols. therein, 3,447; total libraries reported, 27; total vols. therein, 3,563; school visits by Superintendent, 112; by Clergymen, 148; by Councillors, 33; by Magistrates, 53; by others, 417; total visits, 763; No. of Private Schools, 3; pupils therein, 35; total educational establishments reported, 187; total pupils therein, 8,686.

**Home District Common Schools, 1849.**—No. of Schools, 294; average time open, 8½ months each; amount paid Teachers, £9,226 11s. 0d.; No. of pupils, 15,598—of boys, 8,389—of girls, 7,209; average attendance of pupils in Summer, 7,425—of boys, 4,151—of girls, 3,274; in Winter, 8,480—of boys, 5,037—of girls, 3,443; No. of children of school age, 30,237; Sunday School libraries, 45; vols. therein, 7,060. No other libraries reported. School visits by Superintendent, 52; by Clergymen, 233; by Councillors, 74; by Magistrates, 96; by others, 640; total 1,095. No High or Private Schools reported.

**City of Toronto Common Schools, 1849.**—Compiled from the Report of the Board of Trustees to the Chief Superintendent:—No. of Schools 15; average time open by qualified Teachers, 6 months each; amount paid Teachers, £787 10s. 0d.; No. of pupils, 2,176—of boys, 1,161—of girls, 1,015; average attendance of pupils in Summer, 1,260—of boys, 767—of girls, 493; in Winter, 1,432—of boys, 866—of girls, 566; No. of children of school age, 6,149; Sunday School libraries, 3; vols. therein, 830; public libraries, 2; vols. therein, 1,000; total libraries reported, 5; total vols. therein, 1,830; school visits by Supt., 68; by Clergymen, 67; by Members of the Corporation, —; by others, 237; total visits, 375; No. of colleges, 3; No. of students therein, 350; grammar school, 1; pupils therein, 30; private schools, 10; pupils therein, 190; total educational establishments, 29; total attendance thereat, 2,746.

**Colborne District Common Schools, 1849.**—No. of Schools, 98; average time open, 9 months each, amount paid Teachers, £1,818 10s. 6d.; No. of pupils, 3,752—of boys, 2,163—of girls, 1,589; average attendance of pupils in Summer, 2,124—of boys, 1,140—of girls, 984; in Winter, 1,973—of boys, 1,555—of girls, 418; No. of children of school age, 8,177; Sunday School libraries, 12; vols. therein, 881. No other libraries reported. School visits by Supt., 38; by Clergymen, 90; by Councillors, 51; by Magistrates, 120; by others, 154; total visits, 453. No high or Private Schools reported.

**Simcoe District Common Schools, 1849.**—No. of Schools, 93; average time open, 9 months each; amount paid Teachers, £2,524 10s. 7d.; No. of Pupils, 4,041—of boys, 2,207—of girls, 1,834; average attendance of Pupils, in Summer, 2,209—of boys, 1,230—of girls, 979; in Winter, 2,412—of boys, 1,417—of girls, 995; No. of children of school age, 8,525; Sunday School libraries, 6; vols. therein, 589. No other libraries reported. School visits by Supt., 90; by Clergymen, 55; by Councillors, 37; by Magistrates, 35; by others, 205; total visits, 422; grammar

school, 1; pupils therein, 42; private schools, 1; pupils therein, 12; total educational establishments reported, 95; pupils therein, 4,097.

**Gore District Common Schools, 1849.**—No. of Schools, 188; average time open, 9½ months each; amount paid Teachers, £6,929 14s. 9d.; No. of pupils, 9,562—of boys, 5,537—of girls, 4,025; average attendance of pupils in Summer, 5,452—of boys, 3,008—of girls, 2,444; in Winter, 6,204—of boys, 3,704—of girls, 2,500; No. of children of School age, 18,068; No. of Common School libraries 2; vols. therein, 199; Sunday School do., 29; vols. therein, 3,756; public do.: vols. therein, 1,388; total libraries, 37; total vols. therein, 5,343; school visits by Superintendent, 243; by Clergymen, 230; by Councillors, 26; by Magistrates, 52; by others, 403; total visits, 954. No high or private schools reported.

**Town of Dundas Common Schools, 1849.**—No. of Schools 1; average time open, 11 months; amount paid Teachers, £94 18s. 7d.; No. of pupils, 160—of boys, 107—of girls, 53; average attendance of pupils in Summer, 125—of boys, 85—of girls, 40; in Winter, 120—of boys, 90—of girls 30; No. of children of school age, 618; 1 public library; vols. therein, 500. No other libraries reported. School visits by Superintendent, 4; by Clergymen, 2; by Councillors, 2; by Magistrates, —; by others, 4; total visits, 12; No. of private schools, 5; pupils therein, 170; total educational establishments, 6; total pupils therein, 330.

**Niagara District Common Schools, 1849.**—No. of Schools, 180; average time open, 8½ months each; amount paid Teachers, £6,345 2s. 0d.; No. of pupils, 9,207—of boys, 5,330—of girls, 3,877; average attendance of pupils in Summer, 3,932—of boys, 2,103—of girls, 1,829; in Winter, 4,613—of boys, 2,747—of girls, 1,866; No. of children of school age, 11,794; No. of Common School libraries, 5; vols. therein, 470; Sunday School do., 42; vols. therein, 6,009; public libraries, 3; vols. therein, 582; total libraries, 49; total vols. therein, 6,861; school visits by Superintendent 85; by Clergymen, 163; by Councillors, 85; by Magistrates, 134; by others, 1,208; total visits, 1,675; No. of private schools, 11; pupils therein, 199; total educational establishment, 191; total pupils therein, 9,406.

**Huron District Common Schools, 1849.**—No. of Schools, 64; average time open, 9 months each; amount paid Teachers, £1,608 6s. 9d.; No. of Pupils, 2,889—of boys, 1,654—of girls, 1,235; average attendance of pupils in Summer, 1,643—of boys, 901—of girls, 742; in Winter, 1,704—of boys, 990—of girls, 714; No. of children of school age, 7,006; Common School libraries, 3; vols. therein, 241; Sunday School do., 11; vols. therein, 883; public libraries, 2; vols. therein, 317; total libraries, 16; total vols. therein, 1,441; school visits by Superintendent, 81; by Clergymen, 79; by Councillors, 62; by Magistrates, 37; by others, 196; total visits, 455; academies and grammar schools, 2; pupils therein, 45; private schools, 3; pupils therein, 96; total educational establishments, 69; total pupils therein, 3,030.

**Western District Common Schools, 1849.**—No. of Schools, 146; average time open, 7½ months each; amount paid Teachers, £3,803 8s. 4d.; No. of pupils, 5,856—of boys, 3,239—of girls, 2,617; average attendance of pupils in Summer, 3,675—of boys, 1,933—of girls, 1,742; in Winter, 3,656—of boys, 2,021—of girls, 1,635; No. of children of school age, 12,493; Sunday School libraries, 19; vols. therein, 1,817; school visits by Superintendents, 111; by Clergymen, 230; by Councillors, 80; by Magistrates, 106; by others, 319; total visits, 846; grammar school, 1; pupils therein, 28; private schools, 2; pupils therein, 37; total educational establishments, 149; total pupils therein, 5,921.

**Town of Brockville Common Schools, 1849.**—No. of Schools, 3; average time open, 11 months each; amount paid Teachers, £144 6s. 10d.; No. of pupils, 258—of boys, 135—of girls, 123; average attendance of pupils in Summer, 151—of boys, 76—of girls, 75; in Winter, 121—of boys, 82—of girls, 39; No. of children of school age, 834. No libraries reported. School visits by Superintendent, 3; by Clergymen, 7; by Councillors, —; by Magistrates, 3; by others, 120; total visits, 133; grammar school, 1; pupils therein, 50; private schools, 6; pupils therein, 75; total educational establishments, 9; total pupils therein, 393.

**Town of London Common Schools, 1849.**—No. of Schools, 4; average time open, 12 months each; amount paid Teachers, £430 10s. No. of pupils, 499—of boys, 304—of girls, 195; average attendance of pupils in Summer, 367—of boys, 241—of girls, 126; in Winter, 329—of boys, 217—of girls, 112; children of school age, 1,201; Sunday School libraries, 7; vols. therein, 700; public libraries, 1; vols. therein, 600; total libraries reported, 8; total vols. therein, 1,300; school visits by Superintendent, 11; by Clergymen, 13; by Councillors, 23; by Magistrates, 18; by others, 33; total visits, 98; grammar school, 1; pupils therein, 55; private schools, 4; pupils therein, 80; total educational establishments, 9; total pupils therein, 634.

*A Free School Meeting in the Town of London* was held on Saturday evening last, for the purpose of taking into consideration the propriety of levying a tax on all the rateable property within the town, sufficient to raise a sum of £500, for the support of Common Schools. The Mayor in the chair, and Mr. P. Murtagh, Secretary. The following resolutions were passed at the meeting:—1. That this meeting fully approves of having the general Free School established within the town of London, supported by a tax on all property for that purpose, wherein children, without distinction, can be taught and instructed, without any reference to their means, or that of their parents. 2. That the inhabitants fully concur in the opinion that the Council of this town should at once adopt such means as within their power, to levy an amount of money, by taxation, not exceeding £500, for the support and maintenance of such a school. 3. That this meeting have to regret the opposition given by certain members of the Town Council towards the establishment of one general free school in the town, and it is the sincere desire of the inhabitants that the said members may hereafter give their sanction to measures which will forward the interest of such an institution rather than retard it. 4. That a copy of these resolutions be forwarded to the Town Council at their next sitting.—[London Times, 3rd May.

*Knox's College, Toronto.*—Another session of this youthful seminary has just been closed. Examinations of a very interesting and searching character have been conducted for upwards of a week. His Excellency the Governor General was present on Friday and expressed himself highly pleased, in a short and most appropriate address. Examinations were held in Divinity, Philosophy, Logic, Rhetoric, &c. &c. Mathematics and Classics were taught in the Toronto Academy, and we learn that the progress in these departments was equally satisfactory.—[Globe.

*University of Victoria College.*—The eighth public examination of the classes in this Institution commenced on Monday morning the 29th ult., and concluded on the afternoon of Wednesday, the 1st inst. In Physiology, Natural Philosophy and Chemistry, under J. Beatty, Esq., M. D.; in Geometry, Logic and Algebra, under Mr. Campbell, A. B.; in Paley's Evidences, under the Rev. J. Bredin; and in the higher classes, under Prof. Wilson, A. B.: the answers to the numerous and searching questions, evinced an intimacy with their subjects attainable only by the most rigid analysis, and in some cases complete mastery, of them. About four o'clock, on Wednesday afternoon, the College Chapel, which was so tastefully and beautifully festooned with evergreens, was filled with residents and strangers, who had congregated to witness the "Exhibition Exercises." The Orations—eight in number—were highly creditable to the young gentlemen on whom their delivery devolved. On the platform, in addition to the Professors and Teachers, were the Revs. Dr. Ryerson, J. Ryerson, A. Green, Case, Beatty, Wood, Jones, Bredin, Poole, and John P. Roblin, G. Stephens, and C. Biggar, Esqs. At the close of the Orations, Dr. Ryerson delivered an eloquent address, expressive of the satisfaction he derived from the proceedings. His remarks were received by the audience with marked approbation. The following were declared the successful competitors for Prizes in their respective classes, viz:

Williams, J. D.,	Paley's Evidences,	the Governor General's Prize.
Dean, W. W.,	Horace,	Trustees and Visitors do.
Church, L. R.,	Cæsar,	Special, do.
Broughal, A. J.,	Logic,	do. do.
Balkley, S.,	Algebra 2nd	do. do.
Davis, J. R.,	do.	do. do.
Church, L. R.,	do. 1st	do. do.

After the distribution of the prizes, the Students sang, with great effect, the National Anthem. The venerable W. Case pronounced the Apostolic Benediction: and the company dispersed, doubtless, well pleased with the previous Exercises. The vacation extends to the 4th of September, a period of four months.—[Communicated to the Cobourg Star, May 8th.

*University of Queen's College.*—On the 25th ultimo, the *Senatus Academicus* of the University of Queen's College, Kingston, unanimously conferred the following Degrees:—Master of Arts, John Campbell, Kingston. Bachelor of Arts, John Hugh McKerras, Cornwall; Donald Campbell, Glengary; David Watson, Williams; James McLaren, Nelson; George William Malloch, Brockville.—[Colonist.

*University of McGill College.*—Honors for Lent Term, which closed on the 23rd ult., have been awarded by the Caput as follows:—“In Classical Literature, to students of the second year: 1st Honor to Charles Bowman; 2nd to Charles Bockus and K. G. Stetham, equal; and to students of the first year, the 1st Prize to T. W. Mussen, and the 2nd to G. F. Stethelin and Charles Philips, equal. In Mathematics, to students of the second year: 1st Honor, Charles Bowman, and the 2nd, W. G. Stetham and Charles Bockus, equal; and to the students of the first year, the 1st Honor to T. W. Mussen.—[Montreal Transcript.

*University of McGill College, Montreal.*—A convocation of this University was held on the 8th instant, when nine gentlemen were admitted to the degree of M.D. The honorary degree of M.D. was conferred on Joseph Morin, Esq., of Quebec, and that of D.C.L. on the Rev. W. A. Adamson, B.A. of Trinity College, Dublin, Chaplain to the Legislative Council, Toronto.

*Chancellor of the University of Toronto.*—The Hon. P. B. de Blaquiére has been elected Chancellor of the University of Toronto, and has accepted the appointment. Professor Croft, Vice-Chancellor; and Dr. Hayes, member of the Endowment Board.

COMMON SCHOOL EXAMINATIONS.

*Bradford, S. Section No.* —Mr. T. A. Ferguson, Teacher. A larger number of persons than usual were present. All felt satisfied that the Normal School System of Teaching, as exhibited at the Examination, was far superior to the old one. The Township Superintendent delivered an address and complimented the Teacher on his industry and ability. He even stated his belief that the children had acquired more real information in the last three months than in three years by the old system.—[Communicated by the Trustees.

*Port Colborne, S. Section No. 8.*—Mr. G. W. Cook, Teacher. Besides the usual attendants, the Teacher and pupils of the adjoining Village School were present on a return visit. The Pupils were examined in the ordinary branches, also Sacred History, (from the Call of Abraham to the Revolt of the Ten Tribes,) and the Geography of Canada. Our school was very large during the winter—many coming from a distance. The Normal System is very popular in this section of country.—[Communicated by the Trustees.

*London, S. Section No. 4.*—Mr. D. Y. Hoit, Teacher. The Examination was so superior, so surpassing anything expected, that I wish to offer my tribute of admiration to the accomplished teacher and his intelligent pupils. The scholars numbered about thirty-six, and were examined in the different branches by their teacher, Mr. Hoit, late of the Normal School. The Exercises embraced Sacred, Ancient and Natural History, Arithmetic, Algebra, Grammar, Geography, Object Lessons, Mental Arithmetic, Animal and Vegetable Physiology, Writing, Mnemotechny and Drawing. The facility and quickness with which many of the most difficult questions were answered, elicited the approbation of the large and respectable audience assembled on the occasion. It is most gratifying and encouraging to these who have the welfare of the rising generation at heart to observe a display of talent in a country school, which would confer honor on any Academy in the Province, and which won from the Superintendent, the Rev. H. Skinner, animated terms of approval. An eloquent and edifying address from the above named gentleman, closed the interesting proceedings of the day.—[Com. to Times.

*Stamford, S. Section No. 3.*—Mr. Robinson, Teacher. The Rev. J. Russell, Township Superintendent, in the Chair. Besides the usual branches the pupils were examined in Vegetable Physiology, Drawing, and the Rudiments of General History. I was particularly pleased with the Reading of the Senior Classes, having never witnessed anything to surpass it in Common or other Schools. The manner in which the questions in Arithmetic and English Grammar were answered shows that Mr. Robinson leads his pupils to think and reason for themselves. The specimens of drawing exhibited were truly astonishing, considering the short time the pupils were engaged in that study. At the close, one of the young men read some pieces of composition chiefly composed by the female pupils which were very creditable to them. The Superintendent then delivered a very appropriate Address. The neatness and order of the pupils and School, the regularity of the day's proceedings and the able manner in which the examination was conducted, and the promptness of the answers, show that Mr. Robinson is well acquainted with his profession, and also speaks well in favour of the Normal School, of which institution I believe he has been a student.—(Com. to Niagara Mail).

*Etobicoke Common Schools—Extracts from the Report to the Municipality of Etobicoke by the Superintendent of Common Schools for that Township.*—The number of School Sections into which the Township is divided is eight; in seven of which the schools are in operation. In the remaining section differences respecting the School-house, are withholding from the inhabitants the means of education. The School-houses are generally good, and in tolerable repair. In some cases improvements and repairs are desirable, which will be pointed out to the Trustees at the visit for examinations. In one section, however, (No. 5,) the building occupied as a School-house is a mere hovel—dark and dilapidated—entirely unfit for the purpose. The teacher informed me that it was in contemplation to erect a suitable building. The School-houses are provided with desks and seats, although in some instances their arrangements are far from being good. To this matter I will direct my attention. Much

requires to be done in the way of furnishing School requisites. Some of the schools are without either blackboards or maps; while in others the blackboards are too small, and the supply of maps inadequate. One school has an Abacus or Ball Frame, but nothing further in the shape of apparatus is possessed by any of the schools. Three of the School-houses have yards well fenced, and affording good accommodation as play grounds—while others have no such advantages. In one case the ground does not extend more than six feet on either side of the School-house, and the privies are actually erected by the road side and entered from the road. Five of the School-houses are furnished with privies, and four are provided with wells. The Teachers, who have all received certificates from Mr. Hunter, the late District Superintendent, in general exhibit an earnestness in connection with their employment, and a desire as much as possible to increase their own efficiency and that of their schools,—while amongst them, as may be expected, there is considerable diversity as to attainments and ability. In each school the mode of instruction is by classes; while a greater degree of uniformity is needed in the system of classification. 253 scholars between the ages of five and sixteen are on the rolls of the different schools, and there are ten over sixteen; of the entire number somewhat more than two-thirds are boys. The proportion of scholars to the school population is not much over one-third. There is one Free-school in the Township; but I regret to state that it does not indicate that amount of interest, on the part of the parents, which is essential to the efficient working of our school machinery. In the other schools, I could hear of only four free scholars. With a few exceptions, all the pupils either read or are receiving instruction preparatory to reading. There are 214 who write, 155 are in Arithmetic, 77 are learning Geography, and 109 are taught Grammar,—while one is in Elementary Geometry, two are studying Algebra, two Mensuration, 13 French, and 8 Latin. Of the books there exists the same diversity which nearly everywhere prevails. The National Readers are used in six schools—the fifth book but very rarely. In every school the Bible is read. Of Grammar we have National, Lennie's, Murray's, and Kirkham's, while in one school we have no less than four Arithmetics, National, Gouinlock's, Thompson's and Walkingame's. Morse's Geography is in general use, in one School Olney's is also used.

I regret to state, that to an extremely limited extent have the schools of Etobicoke profited by their proximity to the Normal and Model Schools at Toronto. A protracted visit to these institutions, and a careful and minute inspection of their arrangements and procedure, have very much raised them in my estimation, and have fully satisfied my mind that they are immense advantages to the community, and that they are conferring permanent benefits on the country. Their method of instruction, instead of producing that which is merely superficial and showy, as has been so generally alleged, proceeds upon the principle of making the pupil thoroughly understand what is taught him; and the mode of imparting knowledge not only removes the tedium of teaching and the dread of being taught, but expands the mind, by calling forth into action the intellectual powers. In performing the duties of my office, I shall endeavour, as far as practicable, to make the Model School at Toronto the model for the schools of Etobicoke. In some sections the school is opened by singing, a course desirable when it can be pursued. The Commissioners of National Education in Ireland have published a small volume of Sacred Poetry, which has been recommended by the Board of Education for Upper Canada, to be used in Canadian Schools.

*Hamilton Grammar School* was examined on the 2nd instant, on which occasion there was a competition for the prizes, given to the School by John Fisher, Esq., Mayor of the City. The examination gave the greatest satisfaction to those present, who were more numerous than on former occasions, and was highly creditable, both to the Teachers and Scholars.—[Spectator.

*Middlesex County Teachers' Association.*—The second meeting of this Association took place on last Saturday, in the Common School of this Town. A committee of five was appointed to draft a petition to the Legislature, praying for alteration in the School Act. The Association adjourned till the 13th of June next, when the Teachers of the County will assemble to form an Institute in the terms of Dr. Ryerson's late Circular. [Canadian Free Press, May 16th.

*Common Schools in St. Catherines.*—We have great pleasure in announcing that the new School Rooms in Church Street are now completed in a manner highly creditable to the builder, Mr. Dougan. In their construction, every attention has been paid to ventilation, and the comfort and convenience of the pupils. The play grounds are enclosed by a high wall, and are every way adapted for the physical training of the children. This department we understand will receive that attention which we are sorry to say has been too much neglected in our schools throughout the country.—[Constitutional, May 16th.

*Newmarket Common School.*—Mr. Nixon, lately a student at the Normal School, Teacher. The examination was very creditable both to the Teacher and the Pupils, and gratifying to all present. The answers in Geography, Grammar, Mental Arithmetic, Algebra and Ancient History, were given promptly, and in such a manner as showed that these subjects were well understood by the pupils, so far as they had studied them. Some examples in the Double Rule of Three were solved on the blackboard by the new method with great facility. About a dozen were examined in the Elements of the first book of Euclid. Their answers evinced that they had mastered the definitions, postulates axioms, &c., pretty thoroughly, while the demonstration of several propositions showed that they understood how to apply them. The Grammar School in this village, opened last December, is in a very flourishing condition.—[Communicated.

## BRITISH AND FOREIGN.

*Owens' College, Manchester.*—In 1846 the late Mr. John Owens left a splendid bequest, amounting to about £100,000 for the purpose of founding a College in Manchester, and the trustees have now published a report, containing a detailed account of the general character and plan of the institution, in pursuance of the directions of the testator. It is recommended that the subjects of instruction should include classical literature, mathematics, natural philosophy, logic, moral and mental philosophy, history of political philosophy, and the English language and literature; with the addition, as needed, of chemistry, various branches of natural history, physiology, and with a special view to commercial education, book-keeping, the geography of commercial products, the history and progress of arts and manufactures, and the general principles of commercial jurisprudence. The six more important branches of knowledge are to be confined to as many professors, while the modern languages, book-keeping, and other commercial studies, may be entrusted to occasional teachers and lecturers. The salaries of the professors, it is proposed, should not at first exceed two-thirds of the expected annual income of the trust fund (£2,000,) or £1,700, exclusive of £200 addition to one of the professors, as principal, and of the remuneration of occasional teachers. The committee think it desirable that the Owens' College should be placed in connection with the University of London; but, at the same time they invite attention to the important subject of the establishment in Manchester of a university, conferring its own degrees without resort to the metropolitan university.

*Munificent Bequest.*—The late Mr. Allan Glen, of Glasgow, (Scotland,) has bequeathed the "greater part of his fortune, amounting to £20,000," for the endowment of two schools at Glasgow—one for fifty boys, who are to receive clothes, books, &c.; the other for an industrial school for girls; and both to be "free from all sectarian trammels."

*Union of the Aberdeen Universities.*—On Thursday last, a preliminary meeting of several of the most influential of the citizens, called by the Lord Provost, was held in the Town Hall, for the purpose of preparing some suggestions on the important subject of an union of the Aberdeen Universities, to be submitted to the Lord Rectors and the Senatus of both Colleges. It was unanimously resolved that a memorial should be transmitted to the Earl of Ellesmere, Lord Rector of King's College, and presented to Mr. Thompson Gordon, Lord Rector of Mareschal College, and that copies of it should be sent to the Senatus of the Universities.—*Aberdeen Herald.*

## UNITED STATES.

*The School System of Iowa.*—The School System of Iowa, like that of the new States, is based upon the grant of lands, and upon the per cent. of all lands sold in the State of the government of the United States. These consist of every sixteenth section in each township, or 640 acres of the 500,000 acres granted by Congress in 1841; and of five per cent. on all sales of public lands in the State, by authority of the general government to which the Legislature of Iowa have added the property of persons by dying intestate, and without heirs, and the proceed of military exemptions and penal fines in the several counties. Such are the school funds of the State for Common Schools.

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

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

## Literary and Scientific Intelligence.

**London Literary Announcements.**—The Quarterly and Edinburgh *Reviews*, both recently published, give us some idea of what we may expect from the press during the present literary season. In the historical section, we are to have a "Life of George Washington," by his namesake, Washington Irving. Sir Emerson Tennant is to give us a work on "Christianity in Ceylon;" two volumes of the "History of Rome under the Emperors," by the Rev. C. Merivale, will be issued in a couple of weeks; besides, a "Critical History of the Language and Literature of Greece," by Colonel Mure, M.P. We are likewise promised a laborious "History of Man," by Dr. R. G. Latham, and the "Memoirs of the War of Independence in Hungary, by General Klapka, the gallant defender of Comorn. In the Biographical section, we are to have the "Lives of the Archbishops of Canterbury; the "Lives of the Prime Ministers of England," and the "Lives of the Speakers of the House of Commons." There is an announcement, too, of the "Life and Correspondence of Mr. Ward," the author of *Tremaine*, and the father of the present Governor of the Ionian Isles. The late Sir Harris Nicholas's "Posthumous Letters and Journals of Sir Hudson Lowe," are at length on the eve of publication, and are to tell us the truth, and the whole truth, about Napoleon's captivity at St. Helena. Leigh Hunt promises us his "Autobiography" soon, which will be eagerly read. We are furthermore promised a "Voyage to the Arctic Seas," by one of Sir John Ross's companions, and Parkins' work on Abyssinia, both of which cannot fail to prove interesting. And lastly, we are to have a narrative of hair-breadth accidents in flood and field, in the shape of "Four years residence of a Hunter in the wilderness of South Africa," by Mr. Cumming Gordon, a dashing Highland laird, who has killed lions and hippopotamuses beyond number in the memory of man.—[Cor. Patriot.

**Chinese Literature and Schools.**—The Chinese are a reading people, and the number of their published works is very considerable. In the departments of morals, history, biography, the drama, poetry, and romance, there is no lack of writings, "such as they are." The Chinese *Materia Medica* of *Le-she-chan*, comprises forty octavo volumes. Of statistical works, the number is also very large. Their novels are said to be, many of them, excellent pictures of the national manners. The plot is often complex, the incidents natural, and the characters well sustained. The writings of the Chinese are exceedingly numerous, and the variety of style is very great. From the days of Confucius down to our own times, during a period of more than twenty-three hundred years, there has been one uninterrupted series of authors. China is full of books, and schools, and colleges. New authors are continually springing up, though few of them comparatively gain much celebrity. The press is active, and the traffic in books is a lucrative and most honorable branch of trade. Individuals have their libraries, and government its collections. Of these there are catalogues, some of which contain simply the titles of books, with the names of their authors; but others, in addition to the titles and names, give brief notices of their contents, intimating in a few words what each contains.

**Chinese Women and their Education.**—In the education of females, the first object of attention is their virtue; the second, their language; the third, their deportment; and the fourth, their appropriate employment. A modest demeanour, so essential in the education of a Chinese lady of the higher class, is heightened by their mode of dressing, which is frequently of rich and costly materials, and in fashion extremely graceful. Among ladies of high birth it is considered indecorous to show even their hands, and in their general movements these are invariably covered by their large sleeves. The fingers are long and taper, and in some instances the nails are allowed to grow to a length far beyond our ideas of what is either becoming or beautiful. The generality of Chinese ladies cannot boast of great beauty. They make a free use of rouge, and this article is always among the presents to a bride on the occasion of her nuptials. The distinguishing marks of personal attractions among the Chinese, in a gentleman, are, a large person, inclining to corpulency, a full glossy face, and large pendant ears; the latter indicating high breeding and fortune. In females it is nearly the reverse; delicate forms are in them highly esteemed, having slender "willow waists." The eyes are termed "silver seas;" the eyebrows are frequently removed, and in their stead a delicately curved pencil line is drawn, resembling the leaf of the willow "Lew shoo," which is considered beautiful, and used metaphorically for "Pleasure." Hence the saying—"deceived and stupefied by willows and flowers;" i. e., by dissolute pleasures. In the estimation of the Chinese, however, a beautiful female should possess the following attractions:—"Cheeks red as the almond flower—mouth like the peach's bloom—waist slender as the willow leaf—eyes bright as autumnal ripples, and footsteps like the flowers of the water-lily." These are a few of the metaphors used by the Chinese to describe beauty; the figure of *autumnal ripples* alludes to the dancing reflection of

the sun upon a ruffled lake; the impression of the small feet of a Chinese lady in the path is supposed to resemble the flowers of their favorite lotus. Among the accomplishments of the Chinese ladies, music, painting on silk, and embroidery, hold the chief places. The musical instruments are various in kind and material, and a supply of them is held to be an indispensable part of the furniture of a lady's boudoir. Painting on silk is a very common recreation; and embroidery is an almost universal accomplishment.—[Langden's China.

**The Danish Oehlenschläger is dead.**—the most fertile and famous dramatic poet that the Scandinavian kingdoms have produced. He died of apoplexy, in the seventy-first year of age. The poet was accompanied to his tomb, in the church of Fredericksburg, by the largest attendance that has been seen in Copenhagen since the funeral of Thorwaldsen: upwards of twenty thousand persons—a sixth of the entire population of the capital—representing every class of the community, from the Crown Prince downwards. The streets through which the procession passed were strewed with sand and green boughs, and the houses hung out black flags hemmed with silver.

**The English Wordsworth and Bowles are also dead.**—two of the literary celebrities of the present century—the former the Poet Laureate of England, and the latter, the Rev. W. L. Bowles, a sweet Poet and brother of Caroline Bowles the Wife of Southey.

**Dr. Layard's Researches.**—Dr. Layard has effected an entrance into a room in the old Nimroud palace, containing an extraordinary assortment of relics,—shields, swords, pateræ, bowls, crowns, caldrons, ornaments in ivory and mother-of-pearl, &c. The vessels are formed of a kind of copper or rather bronze—some perfectly preserved, and as bright as gold when the rust is removed. The engravings and embossings on them are very beautiful and elaborate, and comprise the same mythic subjects which are found on the robes of the figures in the sculpture—men struggling with lions, warriors in chariots, and hunting scenes. At Koyunjik Dr. Layard has uncovered a very interesting series of slabs, showing the process of building the mounds and palaces.—[Athlænum.

**Public Libraries in England.**—Mr. Ewart's Bill, now before Parliament, proposes to enable Town Councils to establish public Libraries for general use by a tax upon property.

**Power of Lord Rosse's Telescope.**—The light of the star Sirius, seen through this telescope, a six feet reflector, by the unprotected eye is unsupportable, yet when properly viewed, the air appears as an intense, sharp bead of light.—Some of the difficulties in working in speculum metal, which is as hard as steel, and yet so brittle, are that a slight blow will shiver it, and so sensitive to changes in temperature, that a little warm water poured on the surface will crack it in all directions. A deviation of the one hundred thousandth part of an inch from the parabolic form, would render a reflector of such a size as Lord Rosse's telescope optically imperfect, and one of a millionth of an inch could be detected.

**Preserved Water.**—M. Perinet, ex-professor of the Hospital Militaire d'Instruction has succeeded in preserving water in a pure state, by placing a kilogramme and a-half of black oxide of manganese in each cask of water, containing 250 litres. He has kept this water for seven years in the same barrels, and exposed them to various temperatures. At the end of that time he found it as limpid, free from smell, and of as good quality as at the beginning of the experiment.

**The Consumption of Coal in England and Wales** was estimated at 3,500,000 tons yearly, for manufacturing purposes, and 5,500,000 for household purposes. These are the inland dug coals. The additional quantity carried coastwise was estimated at 3,000,000 of tons, making a grand total of 12,000,000 of tons.

**Universities in Russia.**—The official journal of St. Petersburg has published the imperial decree regulating public instruction in the Empire, and dated November 29th, 1849. One paragraph is as follows:—"After the first of January, 1850, the upper classes [of the Universities] counting from the fourth, shall be open to none but pupils of noble blood. As to the inferior classes, His Majesty will deign to authorize the admission into them of the children of bourgeois, such as merchants and even those of Jews. But these shall pay a considerable sum, the amount of which shall be determined hereafter. The number of Universities for the whole empire remains fixed at eight. No University shall, in any case, admit more than three hundred pupils."—[Corres. N. Y. Com. Advertiser.

**Female Editors.**—There are six papers in the United States under the editorial charge of ladies. They are:—The Pittsburg Visitor. Mrs. Swishelm. The Windham County Democrat, (*Vt.*) Mrs. C. J. H. Nichols. The Lily, (*Seneca Falls*.) Mrs. Bloomer. The Lancaster Gazette, (*Pa.*) Mrs. Pierson. The Yazoo Whig, Mrs. Horn. The Mountain Bough, Mrs. Prewett.

## Editorial Notices, &c.

PROCEEDINGS OF TOWNSHIP COUNCILS IN COM. SCHOOL MATTERS.—In our last number, we adverted to the circumstance of a copy of the *Journal of Education* having been ordered for each School Section in the several Townships. Since then orders have been received for a copy of the *Journal* for each School Section of the Townships of Wolf Island, Amherst Island, and Trafalgar. But in no instance have we seen more enlightened views expressed, or a more noble spirit evinced, than in the following resolutions, (model resolutions indeed for every Municipal Council in Upper Canada), which have been communicated to us by SIMON NEWCOMB, Esquire, School Superintendent for the Township of Bayham, County of Middlesex :

At a Meeting of the Municipal Council for the Township of Bayham, held on the 15th instant, the following resolutions were moved and passed *unanimously* :

1. That this Council, regarding the cause of popular education as one of the deepest interest and importance, feel it their duty to employ all proper means to elevate the character and increase the usefulness of our common schools.

2. That, in their opinion, this great object is to be promoted by the general diffusion of information on educational subjects, and by the introduction of a uniform and approved system of school-teaching, and of school organization and discipline.

3. That, in accordance with these views, the Superintendent of Schools be authorized to obtain a copy of the *Journal of Education* for each School Section in the Township ; and that he be invited to attend the Teachers' Institute to be held at London on the 14th and 15th June next, with a view to the introduction into our Common Schools of the principles of teaching and system of instruction adopted in the Normal School of Upper Canada.

SCHOOL TEACHERS' INSTITUTES.—It is gratifying to observe the judicious and active preparations which are making in the several counties for the Teachers' Institutes, the appointments of which were announced in the last number of this *Journal*. We hope they will be duly published and numerously attended in every County in Upper Canada. We direct attention to an article on the "*Influence of Teachers' Institutes upon Teachers and the Public*," extracted from the last Annual Report of the Massachusetts Board of Education, and of their Secretary, inserted on the 68th page.

NEW SCHOOL BILL.—The Honble. the INSPECTOR GENERAL, on Wednesday the 29th inst., introduced into the Legislative Assembly a new School Bill for Upper Canada, according to the provisions of which the School Moneys for the current year will be apportioned to the several counties, townships, cities, and towns as soon as the Bill becomes a law.

MUNICIPAL MANUAL OF UPPER CANADA for 1850, with a Map of the Province. 8vo., pp. 132. Price 1s. 10 $\frac{1}{2}$ d. Toronto : Scobie and Balfour. We have to express our thanks to the publishers for a copy of this work. Under our present extended municipal system, nothing could be more valuable or opportune than this cheap and convenient Manual. It contains complete lists of the various Municipal Corporations of Townships, Counties, Villages, Towns, and Cities, and their Ward Divisions (including their officers, Superintendents of Schools, &c.); also, the boundaries of the several Division Courts—the times and places of holding them, and the name and address of the Judge and Clerk of each Division ; and the Municipal Corporations' Act, Road Act, and various other Acts conferring powers and imposing duties on Municipalities. We cordially recommend the *Municipal Manual* to all local municipal authorities.

METHODIST QUARTERLY REVIEW, April, 1850. Rev. J. McClintock, D.D., Editor. 8vo., pp. 160. 10s. per annum—New-York, Lane and Scott. We acknowledge with much pleasure the receipt of this valuable periodical. Although the exponent of certain theological views and peculiarities which cannot be either so elaborately or philosophically discussed in a newspaper as in a calm and dignified Quarterly, this publication may be regarded as the literary organ of a very large and influential body of Christians in the United States. The following is the very interesting Table of

Contents :—I. Wesley the Catholic.—II. John Quincy Adams.—III. Demoniacs of the New Testament.—IV. Ancient Enclosures and Mounds of the West.—V. Inquiry into the meaning of II. Peter iii. 13.—Καινοὺς δὲ οὐρανοὺς καὶ γῆν καινὴν κατὰ τὸ σπᾶγγεῖμα αὐτοῦ προσδοκῶμεν, ἐν οἷς δικαιοσύνη κατοικεῖ.—VI. The meaning of  $\delta\eta\tau$  (*iom*) *day*—VII. Sunday School Literature.—VIII. Ticknor's Spanish Literature.—IX. Life of Rev. John Collins—[attributed to the pen of the Hon. Judge McLean of the Supreme Court of the United States.]—X. Short Reviews and Notices, [of the current literature of the day—26 in all.]—XI. Miscellanies—[Theological criticisms, 5 in all.]—XII. Literary Intelligence—Theological, [Classical and Miscellaneous—European and American.] We can only notice two articles.

The article on *Ancient Enclosures*, founded on the first volume of the Smithsonian Contributions to Knowledge, entitled, "*Ancient Monuments of the Mississippi Valley*," we have read with peculiar interest. It is profusely illustrated with wood cuts from the original work. The mounds exhibit undoubted traces of the once powerful tribes which formerly inhabited the extensive valley of the Mississippi—in the Indian legend, the *Father of Waters*,—and upon excavation are found to be monuments erected over the remains of mighty chiefs or warriors. Some of the mounds are very singular in shape. One is constructed in the form of a serpent—five feet high and thirty feet wide at the base, its head resting near the top of a natural hill, and its body winding down for nearly 1,000 feet in graceful evolutions, terminating in a triple coil at the tail. The neck of the serpent is stretched out, slightly curved, and with its mouth opened, as if in the act of swallowing an oval figure, which rests partially within its jaws—others are in the form of alligators, crosses, &c., &c. The forms of the ordinary mounds are conical and pyramidal, and their appearance, covered with verdure, is very striking. Though it may appear somewhat anomalous to apply the term *ancient*, to any structure on the Continent of America, yet it appears from indisputable evidence that these monuments must be many hundred years' old, perhaps "older than the Pyramids;" and while the more imposing structures of civilized man have crumbled into shapeless ruins, these humble mounds of the child of the forest yet remain but slightly unchanged from their original proportions.

The paper on *Spanish Literature*, by a learned Professor of Harvard University, is founded on Ticknor's "History of Spanish Literature,"—an exceedingly valuable work on a subject but rarely treated of with the minuteness and research displayed by that author. The review is very favourable. It presents an epitome of Spanish Literature and of English and American writers on Spain down to the present period. The sketch will prove very interesting to students of History.

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