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# JOURNAL OF EDUCATION

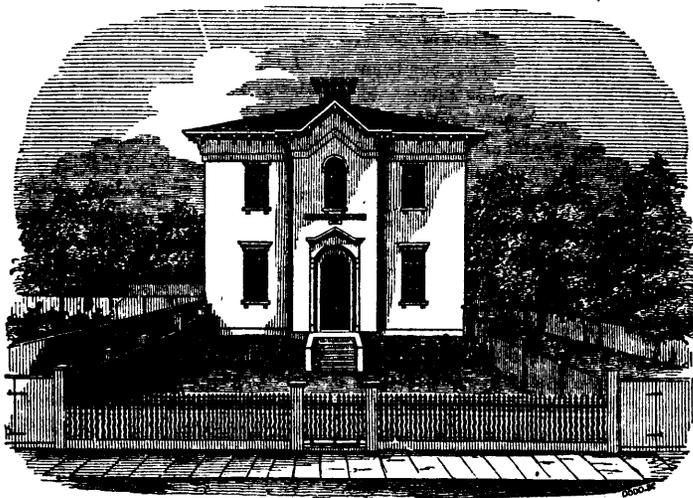
FOR

Upper  Canada.

VOL. IV.

TORONTO, FEBRUARY, 1851.

No. 2.



FRONT VIEW OF A PUBLIC SCHOOL IN THE VILLAGE OF WARREN, RHODE ISLAND.  
(For plans of interior arrangements, plan of the grounds, with explanations, see pages 20, 21.)

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## DIVISION OF TIME AND DAYS OF THE WEEK AMONG VARIOUS NATIONS.—MYSTICAL NUMBERS.

We have rarely met with so instructive and interesting a summary of the history of the various national divisions of time as the one in the October number (1850) of the *Westminster Review*, entitled *Septenary Institutions*. We select those parts of the paper which embody the historical view of these institutions, omitting the learned disquisition on the Observance of the Sabbath, and the many ingenious theories of the writer as regards the original design in instituting that day of rest.

The Romans had neither *decades*, nor the week of seven days, but divided their months into three irregular intervals, named after three fixed epochs in each month, called the *calends*, the *nones*, and the *ides*. The days of the *calends* were the first of every month, originally the first day of a new moon, when it had been customary to call or summon the people together to mark the event by sacrifice or other religious service, and to regulate by it days for other public business; hence the term *calendæ*, *call days*, from *calo* (Greek *kaleo*), to call or summons. The *nones* (from *nonus*, the ninth) were the nine days before the *ides*; and the *ides* (derived it is said from an obsolete verb *idare*, to divide)\* were the middle days of every month. When the Calendar was reformed by Julius Cæsar, the civil year so little corresponded with the seasons, that the summer months had advanced into the autumn, and the autumn months into the winter. Cæsar, following the advice of the Chaldean astronomer, Sosigenes, put back the 25th of March 30 days, to make it correspond with the vernal equinox, and fixed the lengths of the months as they now remain; but he did not alter the designation of the days of the months, or introduce in respect to them any new division. The additional day given to February every fourth year (our leap year) was added to the *calends*, which had then 16 days instead of 15, reckoning from the *ides*, or middle of February to the 1st of March. It was introduced, not at the end of the month, as with us, but between the 6th and 7th of the *calends*, and called the *bis-sexto calendæ*, whence our term *bissextile*, as applied to leap-year—the year of 366 days.

Many years, however, elapsed before the Roman people became fully accustomed to the Julian calendar. The progress of conquest about this period made the Roman people acquainted with the calendars of other nations. The people of India, Syria, Arabia, and probably Egypt, observed weeks of seven days. When these countries, or portions of them, became provinces of the Roman empire,

\* More probably from *Io*, whose worship was connected with the full moon.

their governors learned to count days in the same manner as the Eastern people they governed; and the superiority of the hebdomadal method to the Roman being obvious, when once understood, it gradually made its way from the provinces to Rome. In the third and fourth centuries, we find weeks everywhere substituted for the *calends, nones, and ides*: and the days called by the planetary names of *dies Solis* (day of the Sun), *dies Lunæ* (day of the Moon), *dies Martis* (day of Mars), *dies Mercurii* (day of Mercury), *dies Jovis* (day of Jupiter), *dies Veneris* (day of Venus), and *dies Saturni* (day of Saturn).

The astronomical character of these terms shows that the adoption of the seven-days week by the Romans was quite independent of the Jewish or Christian religion, although the progress of Christianity may have, to some extent, promoted the change. The Hebrew names of the days of the week are *yom achard*, day one; *yom sheni*, day two; *yom shelishi*, day three; *yom rebi*, or *aruba*, day four; *yom shamishi*, day five; *yom shishshi*, day six; the seventh day, *yom shaba*, or *shebang*, and *sabbath*, or *shabbath*.

The Roman names were borrowed, not from the Jews, but from the Indian, Chaldean, or Egyptian calendars; and it is curious to trace the influence of the mythology of Western Asia and Africa, through the Teutonic races, down to our own Saxon ancestors, from whom our present nomenclature was immediately derived. By them the seven days of the week were called *Son-daeg*, *Moon-daeg*, *Tuis-Daeg*, *Wodnes* or *Woden's-Daeg* (in the old German, *Odins-tag*), *Thurres-daeg*, or *Thor's-day*, *Frigu's-daeg*, and *Seterne's-daeg*.

Of the Egyptian week little is known, and the scanty historical references made to it belong to a late period. Herodotus merely says (lib. ii. c. 82), that the Egyptians assigned their months and days to different deities. Pliny says that every hour in the day was consecrated by the Egyptians to one of the planets, and in such an order that the first hour of each day would, once in every seven days, belong to the same planet. The order was that of Saturn, Jupiter, Mars, the Sun, Venus, Mercury, and the Moon. The hours consecrated to Saturn, at the beginning of the week would be midnight, seven a.m., two p.m., and ten p.m. On the next day they would be five a.m. noon, and seven p.m.; following the same rotation, they would return to midnight, seven a.m., two p.m., and ten p.m., on the eighth day, and so of the rest. This rotation would make the sun to follow Saturn, the moon to follow the sun, &c., in reference to the first hour of every morning; whence, according to Dion Cassius, the present order of the week, Sunday following Saturn's-day, Moon-day, Sunday, &c., each day being named after the planet presiding at its birth.

Christmannus, a modern Latin writer, attributes the nomenclature to the Babylonians. Herodotus says it was the Chaldeans that taught the Greeks to divide the day into twelve parts, and Ptolemy refers to the accuracy of their observations of eclipses in the reign of Nabonassar, 730 years B.C. But the Indian origin of the seven-days week appears, on the whole, to be better established than any other hypothesis that can now be found on the subject. Indian astrology observed the same custom noticed by Dion Cassius, of consecrating different portions of the day to different planets, and the order of their consecration gave the first hour of the morning to the same planet by which the day itself has been subsequently called.

In the ancient *Sanscrit*—the language of the *holy writings* of India (from *san*, the sun, or sacred fire; whence the Latin, *sanctum scriptum*),\* the week of seven days is recognized under the following names:—

Aditya-var . . . . .	Sun-day.
Soma-var . . . . .	Moon-day.
Mangala-var . . . . .	Mars-day.
Budha-var . . . . .	Mercury-day.
Vrihaspate-var . . . . .	Jupiter-day.
Subra-var . . . . .	Venus-day.
Sani-var . . . . .	Saturn-day.

\* And, according to the late Mr. Godfrey Higgins, *shan scrief*, the Scottish name for Gaelic. Both in Hebrew and Gaelic, *san* or *scan* means the sun, and that which is venerable or holy; *san script* is, therefore writing of the sun, or holy writing. *Sean-nach*, in Irish, means a high-priest, that is, a priest of the sun: *sean-uchar* was a feudal judge, whence, probably, the word *senate*.—*Anacalypsis*, pp. 264, 290.

The same terms may be traced through all the dialects of India.\* and throughout Hindostan we may notice that the word *seven* is a mystical number, to which superstition continues to attach a hidden meaning. Professor Wilson, writing on the Hindoo festivals; tells us that, while fasting is held to be meritorious on the day consecrated to Aditya, or Ravi (the sun), every seventh lunar day is also considered sacred, especially the seventh day of the moon's increase, one of which, the *Bhhaskaria Saptami*, a winter festival, is celebrated with great solemnity. In the form of prayer used in the temples, the word *seven* occupies a conspicuous place. *Saptami*, or the *great seven*, is one of the names of the deity addressed; and the worshipper says, on presenting his offering, "Mother of all creatures, Saptami, who art one with the lord of the *seven* coursers, and the *seven* mystic words, glory to thee in the sphere of the sun." On prostrating himself before the image of the sun, the worshipper adds, "Glory to thee who delightest in the chariot drawn by *seven* steeds, the illumination of the *seven* worlds; glory to thee, the infinite, the creator, on the *seventh* lunar day.

In the *Rig-Veda-Sanhita* (a collection of sacred hymns of great antiquity, held by the Hindoos in the same veneration as the Psalms of David among the Jews), the word *seven* frequently occurs in passages like the following:—

"Divine and light diffusing Súrya, thy *seven* coursers bear thee bright haired in thy car.

"The sun has yoked the *seven* mares that safely draw his chariot, and comes with them self-harnessed."

This may be an allusion to the seven prismatic rays, or to the *seven* days of the week; but again we meet with the "*seven* hills"—the "*seven* difficult passes"—the "*seven* days of initiation"—accomplished by Indra—the "*thrice seven* mystic rites," and the "*seven* pure rivers that flow from heaven." The caste of the Brahmins is also divided into *seven* sections, which have their origin in the *seven* Rishis or Penitents, sacred personages mentioned in the Vedas.

*Seven*, it will not be forgotten, was the perfect number of the Hebrews. We read, not only that creation was the work of *seven* days, and of a *seventh* day Sabbath, but of a *seventh* month Sabbath, a *seventh* year Sabbath, and of a *seven* times *seven* years Sabbath, or years of jubilee. We read of animals entering the ark by *sevens*; of *seven* years of famine; of *seven* years of plenty; of *seven* priests with *seven* trumpets, surrounding the walls of Jericho *seven* days; of Balaam commanding *seven* altars to be prepared for the sacrifice of *seven* oxen and *seven* rams; of silver purified *seven* times; of *seven* women taking hold of one man; of a man possessed by *seven* devils; and in the Revelations, of *seven* churches, *seven* candlesticks, *seven* spirits, *seven* stars, *seven* lamps, *seven* seals, *seven* angels, *seven* vials, *seven* plagues, *seven* thunders, and of a dragon with *seven* heads, and *seven* crowns upon his heads.

The Hebrew *seven*, שבע (S.B.O.), written *Saba* or *Shaba*, and by modern Jews *shebang*, signifies also *age*. *Sab* (שב) is *grey-headed*. *Sabbath*, שבת, which we translate by the word "*rest*," also means *old age*, and is doubtless derived from the same root. S.B.O., in the Egyptian Coptic, signified *erudition*. *Sabe*, in Coptic, is a *sage*; (French, *savant*.) The Druidical priests were called *Sabs*. *Sabaeanism* was the religion they taught. The Celtic *Sab-aith* was the day on which the *Sabs* assembled, whence the term *sabbat*, an assembly; in modern history a name confined to the nocturnal assemblies of witches and sorcerers.

The *Saba* day was, therefore, the day on which the "grey-headed men," or "aged fathers" of a tribe were in the habit of assembling for council or sacrifice. The intervals of their meetings, if hebdomadal—and they would necessarily be so for the observance of the lunar festivals of India—would be *Saba-day* periods. *Saba*, therefore, became a term of computation, standing for the numeral

\* DAYS OF THE WEEK.

English.	Hindi.	Singalese.	Tibetan.	Burmese.
Sun-day . . . . .	Rabivar . . . . .	Erida . . . . .	Gyah-nyima . . . . .	Tenang-ganva.
Moon-day . . . . .	Som-var . . . . .	Sa-du-da . . . . .	Gyahnz-la-va . . . . .	Tanang-la.
Mars-day . . . . .	Mangal-var . . . . .	Ang-gahanuvada . . . . .	Gyah-mig-amar . . . . .	Ang-ga.
Mercury-day . . . . .	Budh-var . . . . .	Ba-da-da . . . . .	Gyah-thag-pa . . . . .	Buddha-hu.
Jupiter-day . . . . .	{ Vishpat-var . . . . . or Guru-var . . . . .	Bra-has-pa-ting-da . . . . .	Gyah-phur-ba . . . . .	Kyasa-pade.
Venus-day . . . . .	{ Shukra-var . . . . . or Sanikar . . . . .	Si-ku-ra-da . . . . .	Gyah-pasango . . . . .	Fok-kya.
Saturn's-day . . . . .	{ Sani-var . . . . . or Sani-var . . . . .	Sena-su-ra-da . . . . .	Gyah-apan-pa . . . . .	Che-ne.

seven, just in the same way as the moon became identified with the period of a lunation, which we still call a moon, or month.\*

The names given to the days of the week in modern Arabic, answer to those of the Hebrew: *yom-ahad*, day one; *yom-thana*, day two; *yom-tullta*, day three; *yom-arba*, day four; *yom-hamsa*, day five; *Juma*, mosque-day, or day of the congregation (for the Mohammedans, like the Christians, have changed the original day of worship); and *Sabt*, seventh.† But in ancient Arabic, the names, as given by Mr. Prinsep, were *Bawal*, *Bahun*, *Jabar*, *Dabar*, *Femunes*, *Aruba*, and *Shiyar*.

The fact that the modern Arabic names of the days of the week do not correspond with the ancient, leads us to the conclusion that the Hebrew names are also of comparatively recent date; and the change probably took place when Moses altered the calendar, and commanded the Israelites to regard their Exodus from Egypt as the commencement of a new era.

"And the Lord spake to Moses and Aaron in the land of Egypt, saying, this month shall be unto you the beginning of months; it shall be the first month of the year unto you."—Exod. xii. 1, 2.

The month referred to was *Abib*, or March, and was reckoned from the first new moon near the vernal equinox. The Egyptian year commenced in August, with the first appearance at sunrise of Sirius, the dog star.‡

In Persia, the days of the week are now called *Yak-shambe*, *Do-shambe*, *Si-shambe*, *Char-shambe*, *Panj-shambe*, that is, first day, second day, third day, fourth day, and fifth day. Friday is called *Juma* (Mosque day); and Saturday, *Hafta*, the seventh.§ But the ancient Persians are said not to have had the institution of weeks, but to have called every day in the month by a distinct name.

Pythagoras, who is said to have travelled in Egypt, Chaldea, Assyria, and India, imported from the East into Greece the symbolical mode of illustrating the properties of numbers, and from his time (500 B. C.) we read in Greek authors of *seven* as the "venerable" or sacred number. But the number which the followers of Pythagoras revered the most was the *tetract* or *four*, as forming a square, and the root of an universal scale of numeration, the influence of which was shown in the *four* seasons, the *four* elements, the *four* intervals of the tetrachord, the *four* cardinal points, &c.; and in consequence of which it was proper to divide mathematics into *four* branches, and arrange every subject into *four* divisions. We may trace the same idea in the symbolical imagery of the prophets. Ezekiel describes *four* living creatures, with *four* sides, *four* wings, *four* faces, *four* horns, and altars of *four* cubits, *four* tables, &c.; and the term *forty* or *four* tens, presents itself throughout the Jewish records as a perfect number, rather than as a term used in a strictly arithmetical sense. The flood was upon the earth *forty* days. Moses was in the mount *forty* days. *Forty* days and Nineveh was overthrown. Christ was in the wilderness *forty* days. The Israelites were *forty* years in the wilderness. "The land had rest *forty* years," &c., &c. In modern times *forty* days composed the philosophical month of the Alchemists, and *forty* days was held to be the proper period for quarantine.

The *triad*, also, was a sacred number with the Pythagoreans. The *monad* was held to represent creative power, or the great first cause; the *duad*, matter; and the union of the two was regarded as the proper symbol of the beginning, middle, and end of all things,—the hidden meaning, perhaps, which they had discovered in the triune divinity of India, composed of *Brahma*, the creator, *Vishnou*, the preserver, and *Siva*, the destroyer.

Five, or the *pentad*, had also its mystical signification with the Pythagoreans, as composed of odd and even numbers, which they

symbolized as male and female; and it is curious that the Chinese adopt the same notion, and, in its application, carry it out further than the Pythagoreans. With the Chinese, *even* numbers partake of the feminine principle *yin*, and *odd* numbers of the masculine *yang*. The sum of the first five even numbers, 2, 4, 6, 8, and 10, which is 30, they call terrestrial numbers; the sum of the first five odd numbers, 1, 3, 5, 7, 9, which is 25, celestial numbers. *Five* also represents the heart; and they reckon *five* planets, *five* viscera of the human body, *five* elements, *five* primary colours, and *five* tastes.\* At their spring agricultural festivals they sow *five* sorts of grain. The new year commences with them, not on the 1st of January, but when the sun has entered *fifteen* degrees of Aquarius. They have a great public festival on the *fifth* day of the *fifth* moon, and they have *fifth* day markets. And this leads us to observe, that when we pass the Himalayan range, or in proportion as we recede in any direction from India and Egypt, and the countries lying between them, we lose all traces of Sabbaths.

The Chinese not only consider *five* a more perfect number than seven (with the exception of the followers of the Indian Buddhists, who, in China, are only a tolerated sect), but they have no weeks or weeks of only five days, if the customary interval between one market day and another in country districts may be so called. The year, with the Chinese, is divided into two descriptions of months—lunar months, and short solar months—the latter dividing the solar year into twenty-four periods, which may be called half months, each having a distinct name, and comprising an average of about fifteen days.

Passing from the Old World to the New, we discover a curious, and it must have been at one time, a most unlooked-for coincidence, between the customs, in this respect, of Western Asia and the aboriginal population of Central America. The ancient Mexicans, conquered by Hernando Cortes, had a week of five days, and a corresponding cycle of years to that of the Tartars and Chinese, but of 52 years, instead of 60. Their months were composed of periods of 20 days; and they reckoned eighteen months in the year, with five supplementary days. They had also, astrological months of 13 days, 1461 of which composed their cycle of 52 years; and it is remarkable that this number should be the same with that which composed the great Sothic period of the Egyptians,—of 1461 years, when the annual seasons and festivals returned precisely to the same point of time.

The antiquarian is sometimes perplexed by the ancient druidical names of places in the British Isles, showing an eastern origin, such as the islands of *Arran*, *Ila*, *Bute*, *Skye*, *Iona*, and the rivers *Isis*, and *Cam*, or *Granta*;† but there are ample reasons for concluding that, not only England, Scotland, and Ireland, but even countries as far north as Iceland, have been many times visited and overrun by numerous primitive tribes, strangers to each other, but swarms from the same parent hive; the original seat of which, in many cases, but not in all, appears to have been the high table lands of the tropical regions.

Passing from America to the numerous groups of islands in the Pacific, comprised in the term Polynesia, we still search in vain among their aboriginal inhabitants for septenary institutions. Everywhere has been found a calendar of months, commencing with the first visible new moon, but nowhere the Hindu and modern European week of seven days. The days are reckoned from sunset to sunset, and every day has a distinct name. In the Feejee Islands a solemn festival is held in the month of November, which lasts four nights and three days, during which time the whole population remain shut up in their houses, and no work is performed; and throughout the Polynesian chain there are festivals connected with the seasons, corresponding more or less with those of the Western hemisphere, but no Sabbaths nor seven-day weeks. New Zealand and Australia, as far as the customs of the tribes of these countries have yet been examined, have been found equally destitute of these institutions.

\* The Greek *μην*, *men*, and *μηνος*, *mene*, a month, and the moon, —the Latin *mensis*, and Sanscrit *mās*, month, *mās* or *māsa*, moon, are from the same origin. See Plut. Tim. p. 498, transl. Taylor.

† In Hebrew, moon and month are both expressed by the same word, *ירח* *irah*, commonly called *jerah*.

‡ Corrupted into *yasnu'l akadi*; *yasnu'l ienayn*; *yasnu'l salaso*; *yasnu'l arbad*; *yasnu'l khamis*; *yasnu'l jumal*; *yasnu'l sabi*.

§ The Egyptians, in watching for the annual overflowing of the Nile, had noticed it to be preceded by the rising of Sirius just before the sun; whence Sirius obtained the name of *Thoth* or the watch-dog, and the month of August came to be called the *Thoth* month, or *Thoth* days; whence also the English term of the dog days.

¶ The Turkish names for the week have principally the same derivation. They are *Bazar-gunt*, market day; *Bazar-artasi*, day after market; *Sali*, Tuesday (its etymology unknown); *Char-shambah*, fourth day; *Panj-shambah*, fifth day; *Jama*, Mosque day; *Jama-artasi*, day after Mosque day.

\* 1.—Saturn, Jupiter, Mars, Venus, Mercury. 2.—Stomach, liver, heart, lungs, kidneys. 3.—Earth, wood, fire, metal, water. 4.—Yellow, green, red, white, black. 5.—Sweet, sour, bitter, pungent, salt.—*Davis's Chinese*, p. 285.

† *Bute* is supposed to be derived from Buddha; *Arran* and *Ila* were the names of the consort of Buddha; *Skye* is probably from *Sakya*; *Man* from *Man-arran*, *Mahi-man*, or *Manu*; *Iona* (Hebrew for a dove) from the *Io* and *Isis* of Egypt and the *Venus* of Cyprus, one of whose symbols was the dove, whence the island is also called *Columba*; The river *Isis* at Oxford, and its coat of arms, a Bull, or Ox, show the very close connexion of Druidical and ancient Eastern mythology. *Cam* and *Granta* of Cambridge are both Indian names of gods.—*Anacalypsis*, vol. ii., p. 287 and 285.

School Architecture.

Having procured a number of valuable engravings illustrative of School Architecture, we again renew this interesting department of the *Journal of Education*. The increasing desire to erect a superior class of school-houses in the Cities, Towns, and Villages of Upper Canada has induced us to select for illustration in the early numbers of the *Journal* the better description of school-houses which have been erected within the last few years in the chief Cities and Towns of New England—the best educated portions of this continent. The experience of those Cities and Towns upon the important subject of school house architecture is of double value to us just now, arising from the fact, that in all the school-houses recently erected in New England, the convenience and comfort of both masters and pupils have been the chief points consulted in the selection of the site, the character of the location, and the general external cheerfulness of the building and grounds. The great object has been to make the school a place of present attraction, as well as to render it, with its trees and shrubbery, its pleasant flowers and play ground—the hallowed spot around which all the tender associations of happy school-boy days will for ever delight to cluster and linger—though life hereafter should be one of lengthened toil and anxiety, and the joyous dreams of youth should never be realized. No doubt the same considerations will influence those who are about erecting school-houses in our cities and towns and rural school sections. The experience of others will, therefore, prove of infinite service to them.

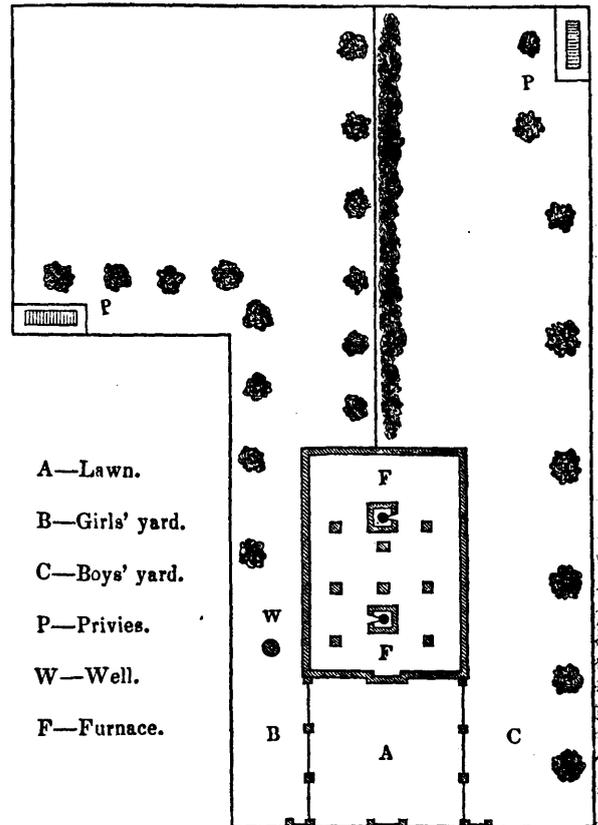
The engraving on our 17th page exhibits a front view of the public school-house erected in the village of Warren, at the expense of the town, in 1847-48, after drawings made by Mr. Test, of Providence, under the directions of a committee of the town, who consulted with the Commissioner of Public Schools, and visited Providence, Boston, Salem, Newburyport and other places, in order to ascertain the latest improvements in school architecture, before deciding on the details of the plan. The Commissioner of Public Schools remarked, in his address at the dedication of the house, in September, 1848, "that, for location, style, construction, means of warming, ventilation, and cleanliness, and for the beauty and convenience of the seats and desks, he had not seen a public school-house superior to this in New England. It is a monument at once of the liberality of the town, and of a wise economy on the part of the committee." The town appropriated \$10,000, and the committee expended \$3,594. The opening of the public school in this edifice was followed by a large increase of attendance from the children of the town.

The lot on which the School-house is erected is 225 deep and 100 feet wide for a depth of 125 feet, and 161 feet wide for the remaining 64 feet. It is divided into three yards, as exhibited in the ground plan, (Fig. 2,) each substantially inclosed, and planted with trees and shrubbery. The dimensions of the building are 62 feet by 44 on the ground. It is built of brick, in the most workmanlike manner. Each room is ventilated by openings, controlled by registers, both at the floor and the ceiling, into four flues carried up in the wall, and by a large flue constructed of thoroughly seasoned boards, smooth on the inside, in the partition wall, (Fig. 3, x.) The whole building is uniformly warmed by two furnaces placed in the cellar. Every means of cleanliness are provided, such as scrapers, mats, sink with pump, wash basin, towels, hooks for outer garments, umbrella stands, &c.

The tops of the desks are covered with cloth, and the aisles are

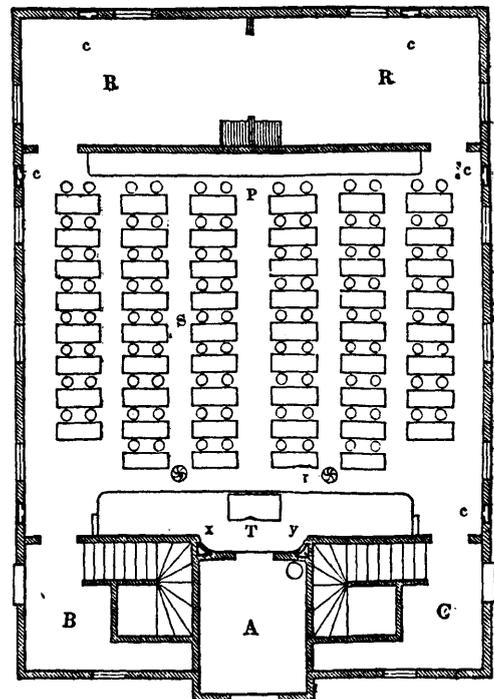
to be cheaply carpeted, so as to diminish, if not entirely prevent, the noise which the moving of slates and books, and the passing to and fro, occasion in a school-room.

Fig. 2.



- A—Lawn.
- B—Girls' yard.
- C—Boys' yard.
- P—Privies.
- W—Well.
- F—Furnace.

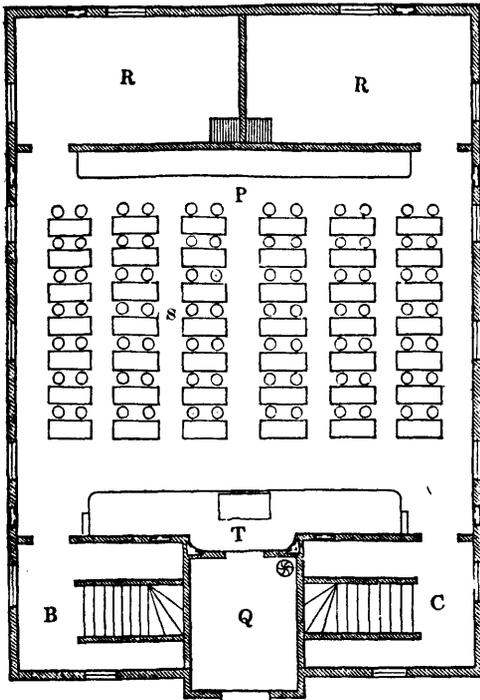
Fig. 3—FIRST FLOOR.



- A—Front entrance for Masters, &c.
- B—Girls' entrance, with mats, scrapers, hooks for clothes, a sink, pump, basin, &c.
- C—Boys' entrance, with do., do.
- R—Recitation rooms, connected by sliding doors.
- P—Platform for recitation, with a blackboard in the rear.
- T—Teacher's platform.
- S—Seats and desks. See *Journal of Edu-*

- cation* for January and July, 1849 pages 13 and 101.
- Q—Library and apparatus.
- W—Windows, with inside Venetian blinds.
- c—Flues for ventilation in the outer wall.
- x—Flue for ventilation, lined with smooth, well seasoned boards.
- y—Bell-rope, accessible to the teacher by an opening in the wall.
- r—Hot air registers.

Fig. 4—SECOND FLOOR.



Miscellaneous.

THE BETTER LAND.

BY MRS. HEMANS.

"I hear thee speak of the better land ;  
Thou call'st its children a happy band ;  
Mother ! oh, where is that radiant shore ?  
Shall we not seek it, and weep no more ?  
Is it where the flower of the orange blows,  
And the fire-flies glance through the myrtle boughs ?"  
--" Not there, not there, my child !"

"Is it where the feathery palm trees rise,  
And the date grows ripe under sunny skies ?  
Or midst the green islands of glittering seas,  
Where fragrant forests perfume the breeze,  
And strange bright birds on their starry wings  
Bear the rich hues of all glorious things ?"  
--" Not there, not there, my child !"

"Is it far away in some region old  
Where the river wanders o'er sands of gold ?  
Where the burning rays of the ruby shine,  
And the diamond lights up the secret mine,  
And the pearl gleams forth from the coral strand ;—  
Is it there, sweet mother, that better land ?"  
--" Not there, not there, my child !"

"Eye hath not seen it, my gentle boy !  
Ear hath not heard its deep tones of joy.  
Dreams cannot picture a world so fair—  
Sorrow and death may not enter there ;  
Time doth not breathe on its fadeless bloom ;  
Far beyond the clouds and beyond the tomb,  
—It is there, it is there, my child !"

THE CHILD'S LAUGH.

She had a joyous laugh, which, like a song—  
The song of a spring bird—wakes suddenly  
When we least look for it. It linger'd long  
Upon the ear—one of the sweet things we  
Treasure unconsciously. As steals along  
A stream in sunshine, stole its melody.  
As musical as it was light and wild.  
The buoyant spirit of some fairy child ;  
Yet mingled with soft sighs, that might express  
The depth and truth of earnest tenderness.

THE IMAGE OF THE DEAD: OR, AN ABSENT FRIEND.

BY MISS FRANCES BROWN,

An Irish Lady, blind from her childhood.

Silent and swift the years sped on,  
And they bore his youth away ;  
But the vision linger'd still that shone  
So bright on his early day.  
For roses fade when the summer flies,  
But the rose of the canvass never dies !  
And thus, when his summer days were gone,  
The rose of his memory still bloom'd on.

TIME'S CHANGES.

\* \* \* \* \*  
Time's Changes !—oh ! Time's Changes,  
They may work whate'er they will ;  
Turn all our sunshine into storm,  
And all our good to ill.

\* \* \* \* \*  
But we can lightly smile on all  
Time's Changes, till we find  
Some well known voice grow strangely cold  
That once was warmly kind.

\* \* \* \* \*  
Till gentle words are pass'd away,  
Are banish'd and forgot,  
Teaching us sadly that we love  
The one who loveth not.

\* \* \* \* \*  
Oh ! better, then, to die and give  
The grave its kindred dust,  
Than live to see Time's bitter change  
In hearts we love and trust !

AN APPEAL TO SECOND AND THIRD CLASS TEACHERS.—E. ROSS, Esq., Superintendent of Schools in the township of Williamsburgh, in a letter to a Cornwall paper, thus remonstrates with those Teachers who seem to rest satisfied with second and third class certificates. Mr. Ross's concluding remarks are worthy of the considerate attention of every School Teacher in Upper Canada :—

"The indulgence with which teachers have hitherto been favoured by Township and County Superintendents in allowing them to teach, year after year, without any certificate either of moral character, learning, or ability, is now wisely and strictly forbidden by the present School Act. No teacher, who does not hold a certificate of qualification sanctioned by competent authority, is entitled to a farthing of the school funds ; and trustees employing and continuing such unqualified teacher forfeit all claim to any portion of the legislative or assessment school grant ; being themselves personally liable for the wrong inflicted upon their school section. Hence the absolute necessity of every teacher obtaining license to teach previous to engaging with trustees. It is also of the utmost importance that teachers should pay strict attention to the programme of examination, and make themselves as thoroughly acquainted as possible with the several branches of education therein contained. I have not only been present at, but have assisted in the examination of nearly one hundred teachers, and it is painful to say that the qualifications of the vast majority were far too low to ameliorate to any sensible extent the condition of our common schools. But had the Board acted in strict accordance with the letter of the Common School Act, and granted certificates to none others than those who were able to undergo a rigid examination in the studies mentioned in the programme, and requisite to be taught in a common school, but few certificates would have been granted. The benefits emanating to a community from any law depend, in a great measure, upon those whose duty it is to carry that law into effect. Hence, the Board have consulted the present circumstances of the country, and have endeavoured, as far as possible, to adapt the School Law to those circumstances. And unless there be a decided improvement on the part of Teachers themselves, many of those now holding the second class certificates will be ranked in the third, and those now in the third will be rejected altogether. The fact is, Teachers can, by pursuing the proper method, greatly improve themselves while teaching. He who has no ambition to increase his own knowledge, will have but very little ability to increase the knowledge of others. And he only who loves his work and uses his utmost endeavours to acquire and impart useful knowledge to his pupils, is worthy of the name of teacher. However painful it may be to the feelings of those constituting the Board, it will nevertheless be their future duty to grant license to those alone who are well qualified to teach those branches of learning mentioned in the programme of examination. To sacrifice upon the altar of personal respect the welfare of the rising generation, the good of society, and the vital interests of our country, would be a base violation, not only of humane, but divine law.

Finally, to teachers I would remark, that it is upon your intelligence, ambition, industry, and exertions rest the welfare of future generations and the future destiny of our country. And nothing but the powerful aid, benign influence, and the highest blessing of

God, can successfully guide you through the high, solemn, and important responsibilities resting upon you. You have committed to your charge the youth of our land, preparing them for the domestic circle,—members of society—subjects of their country—and candidates for Heaven. Your influence is not limited to the School Section in which you teach, nor to the time during which you are present with your pupils; but it extends to the whole community. The examples, precepts and instructions taught to your pupils, will be by them communicated to others in maturer age,—thus on to future and yet unborn generations. Hence, in preparing them for after life, you cannot be too careful in attending to the culture of the moral feelings, and to mark with utter abhorrence and disapprobation the least approach to sin. When you reflect that nearly the whole of the population of the vast country received their education in Common Schools, you will discover the truth of the above remarks and feel their solemn force. And in the prosecution of this great purpose, nothing can be more essential than an example in your own person of dutiful and loyal respect to the first authority—of strict obedience to the laws—and respectful submission to the institutions of your country. You should zealously endeavour to increase the knowledge, and improve the moral habits of those committed to your care—two of the most important means by which you can confer a high and permanent benefit upon your devoted country.

#### THE FIRST HALF OF THE NINETEENTH CENTURY.

The first half of the nineteenth century has passed away for ever! And wonderful has that half century been. During its first month NAPOLEON entered, as First Consul, the Palace of the Tuilleries; while WELLINGTON was in India, fresh from his first successes at Seringapatam, and prosecuting his first command. Since then, NAPOLEON has triumphed at Marengo, Jena, and Austerlitz, retreated from Russia, abdicated at Fontainebleau, pined in Elba, and escaped, fled from Waterloo, fretted and lain buried in St. Helena, and taken his place of repose under the shadow of the Invalids, a Prince of Bourbon blood being his escort thither; while now his own brother is the guardian of his ashes, and his nephew stands at the helm of France, heir of a third revolution, as he was heir of the first. During those fifty years WELLINGTON has won Assaye, liberated the Peninsula, defeated BUONAPARTE, and refreshed in Council for thirty years the green laurels he won in the field. During those fifty years PITT is gone, FOX gone, NELSON gone, CANNING gone; three of our Kings are laid low; SCOTT, BYRON, SOUTHEY, and many a bright name in Letters has been graven on a tomb; WATT has ceased to construct, DAVY to analyse, CLARKE to expound, WATSON and CHALMERS to preach, CURRAN to plead, O'CONNELL to agitate, and ROTHSCHILD has passed to a land where there is no money. During those fifty years war has stained every land on the European continent, from Finland to Calabria, from the Morea to the outland; yet England has seen no foeman pass her ward, no blood defile her soil. During those fifty years a throne has been thrice seized in France and thrice subverted; the thrones of Holland and Spain, of Naples and of Portugal have each been the sport of invaders or revolutions; those of Prussia and Austria have been pros- trated by foreign arms, and menaced by domestic insurrection; the Porte has been shorn of its glory; the POPE fled from a revolution; Sweden has passed to a French dynasty; Greece has become a kingdom, Belgium has taken a place by her side, Poland and Hungary have risen to gain a similar dignity, but have been felled down; Savoy has developed into the powerful Sardinia; Brazil has become an empire, Hayti has put on a similar aspect, Canada has rebelled and been conquered; the States have risen from infancy to giant youth; Mexico has gained independence, has been an empire, has a Republic, has fought and fallen; Peru has become a state; California has entered within the circle of Anglo-Saxon power, and with- out disclosed her long concealed treasures; slavery has disappeared from the British West Indies; the crescent has ceased to shine over Algeria; South Africa has passed from the Dutch; Maharratta, Pindaree, Burmese, Chinese, and Sikh have all fallen before British power; Australia and New Zealand have been added to the civilised world; the limits of Christendom have been advanced beyond all former precedent, and nearly all the tongues of Asia, Africa, and the Polynesian tribes have been enriched with versions of the word of God. Of the powers existing at the opening of the century, three only have conspicuously advanced—England, the United States, and Russia. The last has won from nearly all her neigh-

bours, Turk or Pole, Persian or Swede; the second has grown as if by enchantment; while the first has increased her territory and her subjects in the most opposite regions of the earth, and on a scale that makes all historians marvel.

And if the political aspect of the world has been changed during this half century; science, commerce, and manners have been not less so. There used to be stationary lands. There are none now. The chasms of caste no longer spell-bind the spirit of innovation in India. The great wall no longer shuts out foreign influence from China. Turkey is no longer immoveable; Italy shifts like sand. The steamboat is on the Ganges, the railroad is at Bombay, the Sunday school in Fejee, the printing-press in Kaffirland, the Bible in Tinnevely, the Missionary in Shanghai, the Walden-es are preaching in Turin, and we have a Cardinal in London. England is within ten days of America; England can speak to France across the channel; the Chinese peasant gathers tea for the Lancashire girl, and the Lancashire girl weaves cloth for the Hindoo. Astronomy has multiplied the planets, chemistry remodelled all art. Geography has touched the magnetic pole. Electricity has made a thousand miles as an hairbreadth; Archæology has disenchanted Egypt and Nineveh; while the feats of the mechanical sciences can only be told by the hum of the factories, the splash of the steamships, the roar of the locomotives, by the resonance of the tunnels, the shafts, the viaducts that owe their existence to the first half of the nineteenth century.

Nor, happily, can we doubt of a benign progress in education, temperance, morality, and godliness. That during the half century America has advanced religiously, none will question. To name the West Indies is to excite thanksgiving. To glance at Africa is to see a thousand gleams of promise, where only darkness lowered fifty years ago. In Asia a day dawn has begun to rise; faint as yet, but bright compared with the darkness that was before the eye of CAREY, when, just half a century ago, he had to flee for protection under the Danish flag. In Australasia, the advancement is clear and rejoicing. Respecting Europe alone could the most doubtful contend; and even here the progress is great. England fifty years ago was far from being the England of to-day; albeit, enough of ignorance, intemperance, infidelity, and irreligion remain to make us all lament. Where could you then have found in France the faithful pastors and the spiritual flocks, which are now there? In Sweden a remarkable progress of temperance and religion is acknowledged by all. In Germany much of evil and much of good are working in conflict, but we hesitate not to believe that, on the half century, truth has gained considerably. In Turkey churches have sprung up. Of Russia, what can hope say?

During the last year events have not been barren. England has mourned over Sir ROBERT PEEL; has received into her bosom the dust of LOUIS PHILIPPE; has attacked Greece, and narrowly escaped a rupture with France. Germany has said a great deal, and meant rather more, and fought some deplorable battles with the Danes, and rallied for war in Hesse, and agreed not to fight at Olmutz.— [London Watchman.

#### HISTORICAL SKETCH OF ALGEBRA.

Algebra, from the Arabic, Al-jabr-e-al-mo-Ka-ba-la:—restoration and reduction—is the expression of quantity and the operations of quantity by conventional symbols. Algebra was entirely unknown in the twelfth century. Josephus maintains that Abraham was the inventor of Arithmetic and his descendants communicated the knowledge of numbers to the Egyptians, among whom alone the science of Algebra attained any degree of perfection. Diophantes has been considered as the *earliest known writer* on Algebra. The science of Algebra was not derived at first in Europe from him, but from the Arabians and Moors. They by unanimous avowal derived their knowledge from India. The earliest known Indian writer was the astronomer, Aryabhata. The Arabs were not, as is generally believed, the authors of Algebra, as the preceding facts will show. From them, however, it was introduced into Europe, by Camellus Lenord, of Pisa. The advancement of the science was owing solely to the disputes and trials of skill which resulted from them among the early mathematicians. One improvement was the use of letters to represent quantities; a better knowledge of surds, &c., &c. It is only when the student can substitute letters for numerals, and can frame formulæ with facility,

that he begins to see the beauty, the power, and the certainty of Algebra. The most luminous and satisfactory processes in Algebra are those which are least encumbered with arithmetical numerals. The abstract properties of numbers received great attention from the ancients; particularly the Pythagorean mathematicians. There are two kinds of Algebraic properties—one essential and the other accidental, being derived entirely from the manner of representing them. It is essential that the successive sums of the odd numbers should be squares:—e. g.  $1 + 3 = 4$ , &c.; but it is an accidental property of 9, that the sum of the digits which represent its products is always either 9 itself, or a multiple of 9: thus  $1 \times 9 = 9$ ;  $2 \times 9 = 18$ ;  $3 \times 9 = 27$ , &c. The ancient mathematicians chiefly confined their attention to the accidental properties of numbers. They even pretended to believe that the world was created in reference to their abstract properties! The first four odd numbers 1, 3, 5, 7, represented the pure and celestial parts of the universe; while the first four even numbers represented these elements in combination with terrestrial matters. The sum of these numbers was considered as possessing high and wonderful virtues, and was held, according to Plutarch, in such high veneration by the Pythagonians, that to swear by it was to contract the most solemn obligation! The Magi at Athens, at the time of Plato's death, sacrificed to him, because he died at the age of 81—figures which consummate a perfect number, viz:  $9 \times 9$ . Plato considered the number 12 as an image of all perfect progression, because it is composed of a multiplication of  $3 \times 4$ , both of which numbers the Pythagoreans considered as emblems of perfection. The number 12 has been a great favourite with Poets and Philosophers. Plato's laws are in 12 Books, as well as Virgil's *Æneid*, Milton's *Paradise Lost*, and Spencer's *Faërie Queene*. The number 3 has also been considered as a remarkable one.—*Condensed from the Meth. Q. Rev., Jan., 1845, pp. 26-36.*

**THE PORTRY OF THE STEAM ENGINE.**—There is to our own thinking something awfully grand in the contemplation of a vast steam engine. Stand amidst its ponderous beams and bars, wheels and cylinders, and watch their unceasing play; how regular and how powerful! The machinery of a lady's Geneva watch is not more nicely adjusted—the rush of the avalanche is not more awful in its strength. Old gothic cathedrals are solemn places, presenting solemn lessons, lonely and solemn things; but to a trifter, an engine room may preach a more serious lesson still. It will tell him of mind—mind wielding matter at its will—mind triumphing over physical difficulties—man asserting his great supremacy—“intellect battling with the elements.” And how exquisitely complete is every detail!—how subordinate every part towards the one great end! how every little bar and screw fit and work together! Vast as is the machine, let a bolt be but the tenth part of an inch too long or too short and the whole fabric is disorganized. It is one complete piece of harmony—an iron essay upon unity of design and execution. There is deep poetry in the steam engine—more of poetry of motion than in the bound of the antelope—more of the poetry of power than in the dash of the cataract. And ought it not to be a lesson to those who laugh at novelties and put no faith in curiosities, to consider that this complex fabric, this triumph of art and science, was once the laughing stock of jeering thousands, and once only the working phantasy of a boy's mind as he sat and in seeming idleness watched a little column of vapour rise from the spout of a tea-kettle.—*Illuminated Magazine.*

**GENIUS**—in matters of judgment and reason—consists in the power of attention which keeps a subject steadily in the mind until we survey every side.—*Hedge's Logic*, p. 21.—Originality of Genius is most frequent in times of darkness and barbarism; and desirable only in connexion with comprehensiveness and liberality of mind.—*Stewart's Mor. Phil.*—Genius is inferior to excellency of heart.—*Brougham.*—In the Fine Arts, genius consists in a cultivated taste combined with a creative imagination.—*Stewart's M. Phil.*, ch. 7, § 3.—Genius proceeds according to natural rules, although it may be unable to express them in words; it operates by a kind of scientific sense.—*Ibid*, vol. 1. p. 239.—What is genius without religion?—A lamp on the outer wall of a palace. It may serve to cast a gleam of light on those that are without, while the inhabitant sits in darkness within.—*H. More.*

EDUCATION follows Christianity as light does the sun.

**A GENTLEMAN IN ANCIENT TIMES.**—In order to be considered a gentleman among the Romans, it was requisite to be an accomplished orator.—*Tytler.*—In Heraldry: “One who, without title, bears a coat of arms.”—According to Sir Wm. Blackstone, the celebrated legal commentator, “Whosoever studieth the law of the realm, studieth in the universities, and professeth the liberal sciences, he shall be called master, and taken for a gentleman.”

**THE GERMAN CHARACTER** seems entitled to the first place in the intellectual scale of nations, as it evinces most aptitude for the acquisition of learning in general.—*Contest of the Twelve Nations.*—For a masterly summary of the German literary character, see the *Foreign Quarterly Review*, Oct., 1835, pp. 4, 5.—Germany is the native country of Thought.—*M. de Staël.*

**RT. HON. EDMUND BURKE.**—It has been said of Burke, that in debate he chose his position like a fanatic, but defended it like a philosopher.

His intellect was so entangled in a web of associations and tastes, that it rarely had free play. In the fierce sway of his sensibility over his other powers his dignity and self-possession were often lost; and he directed some of the most potent efforts of his genius against those self-evident truths which no dialectic skill can overthrow.

He was deficient only in one style—plain and unadorned.—*Brougham's Sketches and N. American Review*, July, 1844.

**FAITH**, like the brauteous ray of the departing sunset, touches all things, for the humble and the pious, with the radiance and hue of heaven!

**CHARACTERISTICS OF GRATTAN'S ORATORY.**—The Rt. Hon. Henry Grattan surpassed all modern orators in that severe abstinence which rests satisfied with striking the decisive blow in a word or two, not weakening its effect by repetition or expansion—and another excellence, higher still, in which no orator of any age is his equal—the easy flow of most profound, sagacious, and original principles, enunciated in terse but appropriate language—e. g. of the former; speaking of the Irish Independence, he says:—“I sat by its cradle—I followed its hearse!”—*Brougham's Sketches*, Vol. I, p. 224.

**THE VEIL OF FUTURITY.**—It has been beautifully said that “the veil which covers the face of Futurity is woven by the hands of Mercy.”—Seek not to raise that veil, therefore, for sadness might be seen to shade the brow that fancy had arrayed in smiles of gladness.

**CHARACTER OF HAMLET.**—He was a scholar who affected insanity, a sceptic who believed in ghosts, a lover who plagued his mistress and left her, a philosopher who wept away his ambition, and a sentimental avenger who evaporated his resolutions in uttering rhapsodies upon revenge.—*N. O. Picayune.*

**NATIONAL CHARACTER** may be compared to the colour which the sea bears at different times: view the great surface at a distance, it is blue or green; but take up a handful of the element, and it is an undistinguishable portion of brackish water.

**DEMOCRACY.**—Nothing but an aristocracy of orators, interrupted sometimes by the temporary monarchy of a single orator.—*Stewart's Phil. Mind*, Vol. I, p. 196.

**ECHO.**—There are countries where they believe the souls of the happy live in Elysium, and rove in delightful fields. Those souls, repeating the words we utter, produce the sounds which we call echo.—*Montaigne's Essays.*

**THE FRIENDSHIP** of some people is like our shadow, keeping close to us while we walk in the sunshine, but deserting us the moment we enter the shade.

**GEORGE III.** reigned during the most important period of the world's history. His vices and defects may be referred to his want of proper education.—*Brougham's Sketches*, p. 13.

# JOURNAL OF EDUCATION.

TORONTO, FEBRUARY, 1851.

## PROGRESS OF FREE SCHOOLS IN UPPER CANADA, 1851.

As the important subject of Free Common School Education has begun to attract a good deal of public attention, and has excited much discussion and interest in various parts of Upper Canada, we select the following items of information from various sources relative to what has already been done to promote Free Schools in 1851. The summary will prove interesting to those who are engaged in promoting universal education in their several neighbourhoods, and may stimulate them to still further exertions in elevating the character and condition of their schools. Several other Free Schools have been established besides those mentioned below, but we have not been able to procure more authentic information regarding them. The *Toronto Globe*, a recent convert to the free school system, remarks:—

“We are glad to observe that the plan of free common schools has been adopted, at the recent annual meetings, in very many school sections through Upper Canada. The best gift the people of Canada can confer on their children is education—sound, practical education, available to all. Public money employed in educating the masses is a most profitable investment, and we hope the day will soon be when a good education is open, *of right*, to every child in the country. At the Annual Meeting of School Section No. 2 Township of York, the following resolutions were adopted:—*Resolved*, 1st—‘That this meeting, recognising in the mental culture, and intellectual advancement of the people, the healthy and permanent basis of their moral and social condition; and believing, that in the wide diffusion of intelligence and knowledge exists the surest safeguard of their civil and religious liberty;—deems it to be the consistent and imperative duty of every enlightened and patriotic community, to promote, throughout the Province, a liberal system of universal education.’ 2. ‘That this meeting, deeply deploring the statistical fact, that in the Province of Upper Canada, out of 252,000 children between the ages of 5 and 16, but 144,000 are receiving any education; that, in the Home District, there are but 45,000 out of 88,000 attending schools of all kinds: and that, in the wealthy and metropolitan Township of York, of 2,300—626, or a little over one-fourth only, are receiving instruction in any school; believes, that the source of this great and alarming evil lies not less in the want of a general free school system, and in the culpable and prevalent indifference so commonly manifested in regard to this highly important subject.’ 3. ‘That the common school of this Section No. 2, in the Township of York, be *free*, and that the necessary and incidental expenses of the said school be provided for by assessment upon property.’ 4. ‘That the Trustees of the said school are hereby authorised and requested so to provide the same, in conformity with the 7th section of the 12th clause of the aforesaid Act.’”

The *Niagara Mail* states:—“An adjourned meeting of the school trustees of this town took place on the 6th inst., at which the question of free schools was taken into consideration. Mr. Simpson, seconded by Mr. Barker, moved the following Resolutions,—Mr. Burns in the chair:—*Resolved*, 1st. That in the opinion of this Board, it is the duty of all parents, who have the means of doing so, to educate their own offspring at their own expense. 2nd. That in cases where parents do not possess the means of defraying the cost of the education of their children, it becomes the duty of the public to step forward, and furnish such children with instruction fitting them to discharge rightly the duties of life. [The 3rd and 4th are unimportant.] In amendment it was moved by Mr. McBride, seconded by Mr. Munro:—That this Board hail with delight the wisdom of the Legislature, and their patriotic desire for the good of the country in the liberal system of education provided for all classes of the community, believing firmly that in the general diffusion of education consists the proper action of the people in their civil, moral, and religious duties. That for the full attainment of this desirable end, this Board are of opinion that no distinction should exist in the

common schools of the country as regards paying or nonpaying pupils, believing that although it may have the appearance of injustice to the owners of property, it will ultimately result even in a pecuniary point of view to their advantage, as well as to the advantage of the community generally, in the increased sobriety, industry, and absence of crime which is well known to exist in a well educated community over one not possessing the same advantages. Resolved, therefore, That the common schools of this town shall be free to all the children therein, so long as they conform to the rules of the school at which they may attend.

After considerable debate the amendment was put to the vote, and carried. Thus it will be seen that the free school system has been adopted by a vote of 6 to 2, a circumstance which cannot fail to be gratifying to every one who is favourable to an enlightened and diffusive system of education. In the words of the Editor of the *New York Tribune* we would remark, that “As a property holder, we wish the destitute to feel that their children are welcome to all the advantages of our schools, not as a matter of favour to them, but of wise and conservative public policy.

In the town of Perth the *Bathurst Courier* states, “The votes polled for free schools were 107, against free schools, 64. Many who voted against Free Schools *for this year*, are in favour of the system, and would have voted for it, had there been a guarantee that a union of the grammar school and the common schools would be immediately effected.”—The *Boumanville Messenger* states, “We are informed that four or five school sections in this Township, including our two village schools, have adopted the free school system.”—The *Oshawa Reformer* states, “At the annual school meeting in Oshawa a resolution was passed in favour of the free school system.”—The *Chippewa Advocate* states, that “Chippewa has decided emphatically in favour of free schools. It has been decided that education in the common schools in Chippewa shall be free to all within its bounds, without regard to class, creed, or condition. The decision of the meeting of last Saturday evening was a unanimous affirmative on this question. In taking the vote on the question, not one of the large and respectable gathering of the people then present voted in the negative. We are glad to be able to state that the Trustees are now busy in carrying out the wishes of the inhabitants in regard to the new organization of the public schools. It is, we understand, their determination to secure the best teachers, and separate the male from the female department.”—The *Galt Reporter*, (an opponent to free schools) states, that “Several meetings have been held in the various school sections in the township of Dumfries, lately, to decide the question of free schools, and we believe the result has generally been a considerable majority in favour of a general rate on the whole school section.” Galt itself has decided against free schools for 1851—The school in section No. 3, Owen’s Sound, has been made free for the current year, owing to the laudable exertions of the Trustees.

The school in section No. 1, in the township of Whitby is also to be free for 1851; and in addition, arrangements are in progress to erect in an agreeable situation, a superior school house. A recent report of the educational Committee of the York County Council states, “In reference to the working of common school education generally, your Committee feel themselves called upon to state that they hail the present movement in numerous sections of this County in regard to the establishment of free schools therein, as indicative of a decided melioration in the tone of the public mind in its appreciation of this sound and enlightened mode of rendering the blessings and benefits of education available to all. And your Committee have no doubt that the result, provided that the system be fairly and candidly, and to a commensurate extent, perseveringly carried out, will be that a most salutary and satisfactory position, in regard to these matters, will be speedily attained.”—The *Niagara Chronicle*, and one or two other papers, object to free schools on the ground of the inequality of the assessment law. That inequality has been removed by a recent Act of the Legislature, and therefore the objection on that ground should cease to be urged.—In several townships in the Province there has been a good deal of discussion

upon the subject of free schools; and although the immediate adoption of that system was in many instances negated by small majorities, yet the feeling in favour of the principle of free education, supported by a general rate upon property, seems to have gained strength in the contest. The more the subject is discussed, the better for the interests of education. John Kirkland, Esq., local superintendent, Guelph, (in the *Advertiser*) and "Preceptor" in the *British American*, Woodstock, have written warmly and with much force in favour of free schools.—A letter appears in the *Hamilton Spectator* of the 5th instant, which the Editor gives *verbatim et literatim*, denouncing the free school system as advocated by the Chief Superintendent of Schools. The perusal of the letter itself would, we think, convince the most skeptical of the absolute necessity of a more generous diffusion of education, especially in the neighbourhood of the writer—scarcely two words in the letter being correctly spelled!

#### FREE SCHOOLS IN ENGLAND, 1851.

It is a singular coincidence that the introduction and discussion of the principle of free elementary schools should be simultaneous in England and in Canada—in the ancient kingdom,

"Whose flag has braved a thousand years, the battle and the breeze,"

and in the youthful colony, whose emblem of nationality is but the Beaver and the Maple Leaf of her yet unbroken forests. England with the grandeur of centuries clustering upon her brow, and Canada whose modest front boasts not a single laurel, are but equal in the race. Yet in the introduction and advocacy of the principle of free schools, age does not seem to impair the one, or youth to retard the other. Of the two, the younger outstrips the older and more matured. Age and dignity adds no strength or skill; they seem rather to impede the vigorous strides of those ardent friends of the principle of free schools in England. Settled habits, and "time-honoured systems" of education have a much stronger hold upon the people of England than they can possibly have in a country whose very boundaries are but just marked out, and whose national characteristics are yet unknown even to itself.

The "National Public School Association"—a body which has been acquiring strength for some years in England—has at length put forward a definite "basis" of educational operations. We do not, of course, express any opinion upon the details of the plan advocated by the Association. We simply wish to direct attention to the spread of the feeling in favour of a more generous system of universal education in England than has heretofore obtained in that country.

The *Westminster Review*, for January, in an interesting paper headed "Educational Movements," remarks: "The interest excited in the public mind by the recent educational movement commenced in Lancashire is,—in the midst of much general discouragement, occasioned by the reactionary measures of continental governments, and the somewhat stationary policy of ministers at home,—one of those signs of the times, which, if we rightly read the future, should change despondency into hopefulness, and waken up afresh the best energies of every friend of human progress." The reviewer then proceeds with much clearness and force to combat alike the "voluntary" and "sectarian" systems of education, and strenuously advocates the adoption by the people of England of "the principle laid down by the new 'National Public School Association:' that the cost of primary instruction should be thrown upon the property of the country, administered by local representatives; and the poorest taught to regard it as the right of a free citizen."

The following resolution, or basis of the association, moved by the Rev. Wm. McKerrow, and seconded by Richard Cobden, Esq., M. P., was passed at a large meeting recently held in Manchester.

"*Basis.*—The National Public School Association is formed to promote the establishment by law, in England and Wales, of a system of *Free Schools*, which, supported by local rates, and managed by local committees, specially elected for that purpose by the rate-payers, shall impart secular instruction only; leaving to parents, guardians, and religious teachers, the inculcation of doctrinal religion,—to afford opportunities for which, the school shall be closed at stated times in each week."

**COST OF SUPPORTING NUMEROUS SMALL SCHOOLS IN CITIES AND TOWNS IN UPPER CANADA.**—Dr. CRAIGIE, ex-School Trustee, Hamilton, in a letter to the Chairman of the City Board of Trustees, thus forcibly illustrates the disproportionate cost of the present system of Schools in that city. The remarks apply with equal force to the feeble and expensive system of schools sanctioned and continued in nearly every city and town in Upper Canada, with the exception of London and Brantford:—"You have paid during the last year (for school purposes) the sum of £1,131. With this sum you have educated 415 scholars, being an annual cost of \$10 90 for each scholar; or, less £66 6s. of interest, the annual cost of each scholar is \$10 26. But you will say, "Which of the items of expense can I reduce? I answer, none of them; none of your officers are overpaid. But I say that, by bringing your Schools together, and properly subdividing the work and arranging the classes, you could make your Teachers instruct 140 each, as easily and in a much better manner than they can possibly do their 70 each on the present plan. With this sum the people of Providence would educate 712, and the people of Philadelphia 674, instead of your 415, and give them not only a common school education, but instruct all who require it in Classics, Mathematics, and Natural Philosophy. Let us look a little farther at the statistics on our table. What is the expense of the education of 804 who are being taught in the twenty-five private schools, the Grammar School, and Burlington Academy? Taking the average attendance of each, and the average of the school fees, where there is more than one rate; and estimating the cost of those in the Orphan Asylum and Roman Catholic Benevolent Institution at only \$4 each; and neglecting altogether the cost of the six in the hospital, you have the startling sum of £3,554 5s. as the annual cost of educating 804 scholars, or \$17 70 each! This is scarcely credible; but look at the facts before you, and you will see the sum may be below, but is not beyond the truth. Add to this your own expenditure, and then you have £4,685 5s. paid during the last year for the education of 1,219—not one-half of the number that ought to be at school—but a sum which, if properly and judiciously applied, ought to educate all of school age within the city, and at least 300 more, and give them a better education than those at school are at present receiving. At least with such a sum, the Philadelphians would educate 2,797, and the City of Providence 2,882; and I can see no reason why it ought not to be done here. You have only to proceed as does the manufacturer, who, calculating the proper size of his building, the machinery, and number of hands necessary, and subdividing the labour so that each may become expert at his particular duty, and all may be fully employed, and no time nor power lost, manages to produce the greatest amount of manufactured goods of the best quality and at the least cost; if he errs as to the size and cost of his building, the power of his machinery, or the number of his hands, he works at a disadvantage, and produces an inferior article at a higher cost. Thus have we been working with our Schools, paying \$10 50 for an article that should not have cost more than \$5, and \$17 70 for an article that should not have cost more than \$7; and, worst of all, supplying only half the demand."

**LEGAL OPINION OF THE JUDGES OF THE COURT OF QUEEN'S BENCH UPON SEPARATE SCHOOLS.**—The following important decision of the Judges of HER MAJESTY'S COURT OF QUEEN'S BENCH upon the legal construction of the 19th section of the School Act, taken in connexion with other parts of the Act, will prove interesting to many readers of the *Journal*. We copy the annexed "Extract

from the Report of the Opinion of their Lordships" from the *Toronto Mirror* of the 14th instant :—

This is an application by Mr. Hallinan, in behalf of Thomas Hayes and John Patrick O'Neill to call on the Board of School Trustees of the City of Toronto to show cause why a Mandamus should not issue commanding them to authorize the establishment of a separate Roman Catholic School in school section No. 9, in St. James's Ward in this city—founded upon a demand in writing by twelve heads of Roman Catholic families resident within the said section No. 9, and a refusal" [by the Board to comply with the demand.]

It will be seen that the application is confined to one school within one school section, instead of being a general application for one or more separate schools within the city in proportion to the number of children about to attend such separate school or schools. Here is where the difficulty arises, for it would appear that the Board of Trustees are empowered to prescribe the limits of each separate school section, without reference to the school sections already existing for the convenience of the majority : hence the application for a separate school within certain limits was supposed to be irregular. These remarks are necessary to enable our readers to understand the following "opinion" of the Judges. After a lengthy reference to former School Bills, and after mentioning that all former School Acts were repealed by the Act of last Session, the Judges come to section 19 of that Act, and decide as follows :—

"Sec. 19 enacts, 'That it shall be the duty of the Municipal Council of any Township, and of the Board of School Trustees of any City, &c., on the application in writing of twelve or more resident heads of families, to authorize the establishment of one or more separate schools for Protestants, Roman Catholics, or Coloured people ; and in such case it shall prescribe the limits or the divisions or sections for such schools, and provide for the first meeting for the election of Trustees, according to the 4th section of the Act ; and for such schools going into operation at the same time, with alterations in school sections.' (See sec. 10, No. 4.)

"It further provides, secondly, That none but Coloured people shall vote for Trustees of separate schools for their children, and none but the parties petitioning for, or sending children to a separate Protestant or Roman Catholic school shall vote for Trustees of such school.

"It provides, thirdly, for the proportion in which such schools shall be entitled to share in the school fund, &c. And provides, fourthly, that no Protestant separate school shall be allowed in any school division except when the teacher of the common school is a Roman Catholic ; nor shall any Roman Catholic separate school be allowed, except when the teacher of the common school is a Protestant. And, fifthly, That the trustees of the common school Sections within the limits of which such separate school section or Sections shall have been formed, shall not include the children attending such separate school or schools in their return of children of school age residing in their school section.

"Now, the nineteenth is a general clause, extending to the Municipal Councils of each Township and the Board of School Trustees of any city, &c., throughout Upper Canada, and includes in one provision, separate schools for Protestants, Roman Catholics, and Coloured people, which were not thus blended in any former Act. The bearing in mind the different provisions made for the formation of school sections or divisions in townships and cities, &c., and for the election of trustees for school sections in townships, and of trustees of Boards of School Trustees in cities, &c. Also, That in Townships, &c., it rests with the Municipal Council to declare, alter, or unite, school sections, and not with the trustees of sections ; but that in cities, &c., it rests with the Board of School Trustees. It will be seen that the provision in section 19 for the election of trustees of separate schools,—the second proviso defining the right to vote at the election of such trustees, and the fifth proviso respecting the returns of children by trustees of school sections, relate properly to townships, &c., where the Municipal Councils determine the sections, and wherein trustees are elected for such sections ; though no doubt Boards of School Trustees are within the spirit of the last so far as respects their reports under sec. 24, No. 11.

"So proviso appointing the time for separate schools going into operation according to Sec. 18, No. 4, may perhaps bear a like relation. And it is by no means clear that in the fourth restrictive pro-

viso the word "school division" may not mean "school sections" of which Trustees are separately elected, though of course, such provisos may extend to and include cities, &c., At all events, comparing the proviso or first part of sec. 19 with the provisions contained in the former statutes, and considering the terms in which it is expressed, there seems little ground to place upon it any other construction than that (as enacted) it (*i. e.* the Municipal Council of a Township, or the Board of Common School Trustees of a city, &c.) shall prescribe the limits of the divisions or sections for separate schools,—a construction strengthened as to Cities, &c., by the 4th sub. sec. of sec. 24, enabling the Board of Trustees to determine the number, sites, kinds and descriptions of schools which shall be established in such City, &c.,

"Whether the City of Toronto has been divided into school sections under former acts or the present Statute, or whether by the City Council, the Superintendent of Common Schools, or a Board of Trustees,—does not appear,—but at present the power and discretion are clearly vested in one general Board, to be exercised of course *bonâ fide* in fulfilment of the intentions of the Legislature and the spirit of the Act.

"The present application being restricted to School Sec. No. 9, in St. James's Ward, raises the question whether the applicants are entitled as of right to have such schools established within the limits of that section, and involves the more general questions whether the Board of Trustees can, on separate applications by twelve or more heads of families,—(whether Roman Catholic, Protestant or Coloured people) be compelled to authorize the establishment of separate schools in such common school sections or divisions into which the City may be divided—in which event three schools might be required in each of such sections or divisions.

"We are disposed to think the limits of separate schools are in the discretion of the Board of Trustees, and that they are not restricted by this request of the applicants to a particular section or sections assigned as limits for common schools generally, which last mentioned limits the Board is also empowered to alter *ad libitum* ;—in short, that the Board, and not the applicants, is to prescribe the limits of separate schools ;—and that applications should therefore be for the establishment of one or more such schools in general terms, leaving it to the Board of Trustees to define the limits,—a duty which no doubt ought to be performed with a due regard to the number of children for whom such schools are required and are to be provided, and the residence of the families to which they belong.

"If after this intimation of the present inclination of the Court, Mr. Hallinan desires to persevere, we are willing to hear further argument, and he can take a rule to show cause in the terms of his motions, but it is for him to consider that if the rule is eventually discharged, it may be with costs against the applicants."

EDUCATION IN THE STATE OF NEW YORK AND UPPER CANADA, 1850.—This State has over six millions of dollars of School Funds, and last year over \$1,250,000 were paid out to teachers in her Common Schools, while 750,000 children were educated therein. This is well, but not well enough. There were still more than 100,000 between 5 and 16 years of age who did not receive a month's schooling each in 1850. We must find means to draw them into the schools in coming years, and, as a beginning, must keep those schools free to all.—*New York Tribune.*

NOTE.—In Upper Canada there were \$333,912 available for the payment of Teachers' salaries in 1850—the number of children attending the Common Schools was 138,465 ; still there were 114,899 children of legal school age who did not attend School at all ! If, therefore, New York requires the agency of Free Schools to induce her 100,000 additional children to attend school, how much more does Upper Canada require the same potent agency to induce the parents of her 114,899 schoolless children to place within their reach the blessings of education. With a population not one-third that of the State of New York, we have the sad tale to tell, that 14,899 more children were destitute of education in Upper Canada than in the State of New York, during 1850. What stronger argument do we require to incite all true lovers of their country to united and vigorous efforts in favour of free and universal education !

## EDUCATION IN NEW SOUTH WALES.

We have been favoured with a copy of the *Sidney Morning Herald* of a recent date, containing the "Second Annual Report of the Board of National Education in New South Wales," dated the 30th of July, 1850. We are happy to perceive from the Report that popular education attracts so much attention at the antipodes. The number of Schools in connection with the Board appears very small; but there is every indication of a rapid increase.—The style of the *Morning Herald* does infinite credit to the press of New South Wales.

The Report proceeds to state that

From the documents annexed, it will appear—

First—That we have now in actual operation, 25 schools, and that 47 others are in course of formation.

Second—That of the sum of £3179 13s. 11d., available for the settled districts, (consisting of the sum of £2000 voted for 1849, and £1179 13s. 11d. remaining in hand from the year preceding,) we expended during the year 1849, £2090 0s. 2d., leaving in hand at the close of the year £1089 13s. 9d.

Third—That of £1500 voted for the National Schools beyond the settled districts in the Sydney District, £126 2s. 2d. were expended during the same year, leaving in hand £1372 17s. 10d.

Fourth—That of £1500 voted for the National Schools beyond the settled districts in the Port Philip District, £83 2s. 2d. were expended during 1849, leaving a balance in hand of £1416 17s. 10d.

In reporting upon the important and comprehensive question of our success, during the past year, in carrying out the great object intrusted to us, of laying the foundation of a general system of popular education in the colony, we have to lament the continuance of the serious deficiency noticed in our Report of last year, viz.: the want of a master and mistress of the requisite qualifications for superintending our Central Model and Training School, in Front Street, Sydney. An application has been made through His Excellency the Governor, to the Commissioners of National Education in Ireland, for the services of a competent master and mistress, with an offer of a salary of £300 per annum, and of £150 to be appropriated to the expense of their passage to this country. The earnest desire evinced by the neighbouring population to avail themselves of the expected school, even before we could make any arrangement for opening it, had great influence in inducing us to engage teachers temporarily, until the arrival of a master and mistress from Ireland. It was opened in April last, and is attended by upwards of three hundred children, paying the regulated fees. We do not, however, regard the school, in its present state, as the Model School, for which the building is destined; and until this feature of our system shall be satisfactorily developed, we shall regard all our operations, both in Sydney, and elsewhere, as only provisional. It has been stipulated with all the teachers hitherto appointed, that they will be subject to the test of an examination at the Model and Training School, when established, and will be required to undergo such instruction and discipline there, as may be thought proper to improve their qualifications as teachers, on the system to be ultimately matured. Notwithstanding, however, this serious discouragement, we can with confidence report that our schools are already answering the enlightened and benevolent intentions of the Legislature, and satisfying the wants of the people, to an extent fully justifying the expenditure authorised for the past, and solicited for the future.

The numerous applications which we have received for assistance, in the formation of schools, have been accompanied with the most gratifying proofs of the just appreciation of the National System of education, among all denominations throughout the great mass of the community. This favourable opinion has doubtless been greatly promoted by the general diffusion of the admirable school books published by the Board of National Education in Ireland, containing as they do, in nearly every page, some palpable contradiction of the misrepresentations which have been most sedulously circulated, both here and in Ireland, attributing an irreligious spirit and tendency to the teaching afforded in these schools. In proportion to the misrepresentations, have been the surprise and reaction when the perusal of the school books, and a candid explanation of the system,

have opened the eyes of the public to the truth of the case; and hence we have reason to believe that our plan of education is often most warmly appreciated in the very places in which the opposition had been the strongest.

The views entertained by us with regard to the liberty of special religious instruction at the schools afforded to Clergymen who are willing to attend the children of their own denominations for this purpose, will further appear from two circulars, which have been lately framed by us, the one addressed to the Parents, the other to the Clergymen of the various denominations in each school district.

We are anxious, as far as it depends upon ourselves, fairly to carry out the main principle of our system, viz.: That our schools be open alike to Christians of all denominations, and that, accordingly, no child be required to be present at any religious instruction or exercises to which his parents or guardians object; that such religious instruction be, nevertheless, diffused through the general class books, so far as is compatible with the exclusion of those controversies which would violate the foregoing rule; and that opportunity be also, as far as practicable, afforded to all children to receive separately, at particular periods, such further religious instruction as their parents or guardians may provide for them. We earnestly trust that in progress of time, sufficient candour, forbearance, and charity, will be found among the various denominations of Christians, and their respective clergy, to incline them to avail themselves harmoniously of these impartial regulations.

MUNICIPAL ORDERS FOR THE JOURNAL OF EDUCATION.—The Municipal Council of Peterboro', which so nobly seconded our efforts last year to diffuse valuable educational information among the people of U. C., has again renewed its order for a copy of this *Journal* to be sent to each school section and school officer in that county for the year 1851. The effect of the circulation of the *Journal of Education* upon the educational interests of the schools is thus stated by the County Clerk, WALTER SHERIDAN, Esq., in his letter transmitting the request of the Municipal Council:—

"The *Journal of Education*, which circulated amongst the school sections of this county during the last year, has had the happy effect of producing the most favourable impression on the minds of all who have had an opportunity of reading it. The best proof I can give you of the facts above stated is, that you will please forward to the address of THOMAS BENSON, Esq., Superintendent of Schools for the County, one hundred copies in monthly numbers of the *Journal* for 1851—postage prepaid (same as last year).

"The Council has also placed at the disposal of the County Superintendent the sum of £20, to be distributed in rewards wherever he may see it expedient and appropriate to grant them."

The County of Carleton has also acted with much wisdom in providing each of the School sections, Town Reeves, and Municipal school officers with a copy of the *Journal of Education* for the current year. We may add that, in like manner, orders for the 4th volume of the *Journal* have been received from the Township Municipalities of North Eimley, Woolwich and Osnabruck, and from the Boards of School Trustees in the Towns of Port Hope and Prescott, and the City of Kingston.

In reference to the importance of the *Journal of Education* as the exclusive medium of communicating the notices of the various County Boards of Public Instruction, &c., in addition to the official notices from the Educational Department, the Committee of the York County Council at its recent meeting remarks as follows:—  
"Your Committee taking into due consideration the very heavy amount of expenses contingent upon the proceedings of the County Board of Instruction, with a view to conduce to their diminution on future occasions, would suggest the propriety of considering whether an equal or greater degree of publicity of the notices of the County Board might not be attained at a much less outlay of the County funds, were the same printed by contract and the notices forwarded to the Clerks of the several Townships in the County, to be by them sent to the Trustees of the various school sections therein, by them to be affixed in conspicuous places in each of the said sections; and moreover, instead of inserting the same at advertising prices in the newspapers, to confine the same to the columns of the *Journal of Education*, which is a free and willing medium for such notices."

**HINTS ON THE BEST MODES OF CONDUCTING RECITATIONS IN SCHOOLS.**—Among the most important requisites for success in teaching, is the faculty of conducting recitations in such a manner, as to give an interest to every recitation, render profitable each lesson, lead the young student to investigate, to express his thoughts with ease and freedom, and think for himself. Many teachers during recitations, confine themselves too much to the text-book, and their pupils answer in the fewest words possible, in fragmentary sentences, and often with a low voice and indistinct utterance. In this way they do great injustice to themselves, as well as to their teacher. This manner of reciting is not always owing to ignorance of their lessons, though it has this appearance. Every recitation should be conducted in such a manner as to create in the pupil an interest in his school, an enthusiasm in his studies, a bringing out of the powers of thought, a readiness and clearness of expression, and a freshness and energy of mind. So minute is the questioning, oftentimes, by which a monosyllable or two is *pumped* from the pupil, that it would seem, that any one who had never seen the lesson, if he possessed a moderate share of shrewdness, might *guess* at the answer. Hence the teacher is made far more prominent in recitation, than the pupil, and at examinations, instead of showing how well he has taught them to use their wings in exploring the surrounding atmosphere, he only shows how well he himself can cut the air, with the whole nest of them on his back. In this way, too, one of the great ends of education is defeated. Children are not sent to school, or ought not to be, to get them out of the way, or to keep them out of mischief, but to be educated. But a child who studies diligently, and has acquired all that is written in the several text-books used in the school, is only half educated, if he has not been taught the art of reciting what he has learned, and to prize the time spent in a well-conducted recitation, as the most valuable part of school hours. Many of the best teachers never use a text book at recitation at all; their object being to teach by lecture. This is the system adopted at the Model School, Toronto, with great success.

We maintain, that teachers cannot be thoroughly furnished to their work who fail in conducting recitations in an instructive and interesting manner. Scholars should be made to understand principles, and taught to state them clearly. One great object of a recitation should be to accustom scholars to tell what they know, and to express their thoughts in a concise, clear, and happy manner.

No teacher should, at his recitation, confine himself to any set of printed or written questions, but he should draw out the minds of his pupils by questions of his own, proposed at the time. This will accustom them to think for themselves, to investigate subjects suggested by their lessons, and will lead them to go to other sources besides their text-books, for facts and principles on the subjects of their lessons. Thus will they form that wise and improving habit of reading by topics, of studying by subjects. This useful habit when once formed, they will carry with them through life, and it will be of incalculable value in accustoming them to seek for clear ideas, and a thorough knowledge of every subject which interests them, or which they have occasion to investigate.

Every teacher is liable to slide into a set and formal way of conducting the exercises of his school, and prone to adopt certain fixed methods and set plans, in reference to instruction and government. Now the teacher who would faithfully meet the responsibilities of his station, who would excel in his office, who would rouse the energies of his pupils, must resist this tendency. He must, indeed, avoid sudden innovations and fitful changes, and indulge with caution a disposition to make experiments in new methods of instruction. Still, on the other hand, let him guard against settling down into a rigid uniformity, and a dull, technical mannerism, as to his methods of teaching.

The teacher should ever strive to possess enthusiasm and freshness of feeling, a love for his employment, and a noble desire to guide his pupils in the way of intellectual and moral improvement. Avoiding a mechanical formality, and a dull adherence to old methods of imparting instruction, he should seek to inspire his scholars with new enthusiasm, to impart freshness and interest to his instructions, and give to his school a pleasing air of intellectual light and vigour. He should connect with his instructions, as far as possible, what is interesting and attractive, so that associations formed in the minds of his pupils, will leave them in love with the subjects of investigations, and subsequently and frequently bring them back to the pursuits of science with readiness and alacrity.

## Educational Intelligence.

### CANADA.

*Items.*—A School "Teachers' Association" has been formed in the county of Welland "for the purpose of improving, and also instituting uniformity in the system of public instruction in said county."—A "Teachers' Institute" has been formed in the County of Oxford.—The *Montreal Canadian* states that M. le Cure de la Pointe de Levi, assisted by a number of his parishioners, has in view the erection of a college on the heights opposite the city. The object of this institution will be to give a good commercial education: the only languages taught will be French and English, and the course of studies will extend to five years.—At the Michaelmas term of McGill College, honours were assigned as follows to students in the Faculty of Arts:—*Second Year Students*, first honours, Charles E. Bockus, Wm. G. Stethem—equal; *First Year Students*, first honours, James Bowman, second honours, Thomas R. Browne.—From a statement at a recent meeting of the Church University Board, it appears that the whole amount of subscriptions is £44,135 17s. 6d. Of this, £7,362 15s. is made up of subscriptions in land in Upper Canada. There are further donations of land, consisting of 5,391 acres, "not valued," but taken at the usual estimation of £1 per acre." They are set down at £5391.—The educational lectures delivered by the local superintendents of Brockville, Drummond, Cornwall, Galt, and Guelph, have nearly all been published. They evince much zeal and ability on the part of the lecturers.—Dr. Craigie, ex-trustee, Hamilton, in a letter to the Board of Trustees, exhibits in a striking manner the very great expenses incurred in sustaining six isolated Common Schools, educating 400 or 500 pupils, in that city, while one or two schools capable of affording superior education to 1000 pupils might be substituted at even a less cost. The subject is so important that we give an extract from the letter on our 25th page, and earnestly invite the attention of City and Town Boards to it.—The Superintendent of Williamsburgh, in a letter to a local paper, earnestly calls upon Teachers to consider the importance of qualifying themselves better for the duties of their profession, and not permit themselves to be the only remaining impediment to the efficient working and progress of our popular school system. Part of Mr. Ross's letter will be found on page 21.—An intelligent American travelling in Upper Canada thus remarks in regard to our common schools:—"I find the common cause of education to be generally advancing, at least in the feelings and efforts of the people, although not in every part as decided as could be desired. It is generally believed that your present school law is well calculated to improve the condition of the schools it carried out by judicious trustees. I discover a good deal of indecision on the part of trustees, in the exercise of their functions, lest some of their neighbours should be displeased with them. It affords me, however, peculiar pleasure to witness the high appreciation of education and intelligence exhibited by some whose own early advantages were not of the best description. I hope a large number of teachers will soon be sent from the Normal School to meet the demand which exists for them. I can assure you nothing would be more gratifying to my feelings than to see the schools of Canada outrun those of any other country."—The Palermo Grammar school has been removed to Galt. We hope the Trustees of the common school in the former place will now unite to make its independent organization more effective and beneficial than ever.—J. Willson, Esq., M.P.P., recently presented a petition to the Middlesex county Council from the Board of Grammar school trustees, soliciting aid from the Council to the amount of £200, for the purpose of erecting a new Grammar-School House in this town, on the five acres reserved for that purpose, and at the disposal of the county council. He remarked that the success that had hitherto attended this school was deserving of every encouragement, and that it was absolutely necessary to maintain its high character. He also stated that the Principal of the School had offered to give three years' rent of the present building as a subscription towards the erection, which, with £200 from the Government, £200 from the school funds, and the £200 which he trusted the council would grant, would make up over £600, amply sufficient for the object contemplated. The matter was at length deferred and a Committee of five, was appointed to examine and report upon all matters connected with the schools of the county.—A meeting has been called by the Sheriff of the county of Prince Edward to raise a fund for the erection of a grammar school-house at Picton.

*London Central School.*—A meeting of the School Trustees was held on Tuesday last, the 12th Dec. when the whole of the Teachers of the Union School were reappointed for the ensuing year. For the Female department, Misses Haigh and M'Elroy, at salaries of £70 each, and Miss Cameron at £50—and for the Male department, Messrs. Wilson and Murtagh have been retained at £100 each.—The Board of Trustees have since decided to engage a head-master, at a salary of £250 per annum.

*Salaries of Professors in the University of Toronto, and in the Queen's Colleges, Ireland.—*

TORONTO UNIVERSITY.		Under Former statute.	New stat.
Vice-Chancellor	with house rent	£ 0 stg. £100 cy.	£100 cy.
Professor of Classical Literature, Logic, and Belles Lettres		£500 stg.	£450 cy.
Professor of [Divinity] Metaphysics, and Moral Philosophy	with house rent	£500 stg.	£450 cy.
Professor of Chemistry and Experimental Philosophy	with house rent	£450 stg.	£450 cy.
Professor of Anatomy and Physiology		£250 stg.	£325 cy.
Professor of Theory and Practice of Medicine		£200 stg.	£250 cy.
Professor of Principles and Practice of Surgery		£200 stg.	£250 cy.
Professor of Midwifery and Diseases of Women and Children		£200 stg.	£250 cy.
Professor of Materia Medica and Pharmacy		£200 stg.	£250 cy.
Professor of Practical Anatomy, and Curator of Museum	with house rent	£250 stg.	£350 cy.
Professor of Mathematics and Natural Philosophy,	with house rent	£450 stg.	£450 cy.
Professor of Medical Jurisprudence		£ 0 stg.	£250 cy.
Professor of Law and Jurisprudence		£100 stg.	£250 cy.

The Deans of faculty also to receive, in this capacity, £25 per annum, and the Professors to be allowed the whole amount of fees paid by students attending their classes, instead of a portion as formerly.

QUEEN'S COLLEGES, IRELAND.		Sterling.
President		£800
Vice President		500
Professor of the Greek Language		£250
“ Latin		250
“ History and English Literature		250
Professor of Logic and Metaphysics		250
“ Mathematics		250
“ Natural Philosophy		250
“ Chemistry		200
“ Anatomy and Physiology (and of Practical Anatomy)		200
“ Natural History		200
“ Modern Languages		200
“ Mineralogy and Geology, and Curator of the Museum		200
“ Jurisprudence and Political Economy		150
“ English Law		150
“ Civil Engineering		150
“ Agriculture		150
“ Irish Language		100
“ Practice of Medicine		100
“ “ Surgery		100
“ Materia Medica		100
“ Midwifery		100
Registrar		200
Bursar		160
Librarian		150
Scholarships		1400
Prizes		100
Porters and Servants		300

*Extract from the Recent Address of G. McMicken, Esq., Warden of the United Counties of Lincoln and Welland.—*The subject of Education is one requiring earnest consideration. Education more than ever heretofore in our country occupies and engages the attention of the community. It is the first of subjects: on it depends every right enjoyment of every aim at temporal good; on its hinges turn the gates opening to the avenues of cheap government, substantial improvement, and social happiness. I am aware that by the recent legislation your duties in this respect are less onerous than formerly: still, enough remains with you to do that may affect beneficially or prejudicially, according to the action taken, this great interest. On you rests the appointment of local superintendents. On a judicious selection of persons to act in this capacity much depends. On you it devolves to raise by assessment a sum in aid of common school education, at least equivalent to the legislative grant. Other matters there are connected with this subject which will not fail to present themselves to your attention, and which I need not now particularize. The appreciation heretofore manifested by you of this common good in your prudent, judicious, and systematic endeavours to promote it, to lead the people to a hearty co-operation with you, and the liberal encouragement according to opportunity on all occasions afforded by you, cause me to hope well for your progression in well-doing in this behalf.

**EASTERN PROVINCES.**

*Free Schools in New Brunswick.—*One of the political parties of New Brunswick adopted in a recent programme, as one subject for agitation, the establishment of “Free Schools throughout the Province.”

*Education in Nova Scotia.—*Sir John Harvey, Lieutenant Governor of Nova Scotia, in his recent speech to the Legislature, states that “The grant made by you during last Session in aid of education, has been attended by many benefits. I refer particularly to the provision for a Superintendent, whose Report will be submitted to you, and I have no doubt that the subject will receive renewed attention.” The Report which is voluminous will shortly be printed.

A Teachers' Institute has been formed at Pictou, Nova Scotia.

**BRITISH AND FOREIGN.**

*Items.—*The Master and Fellows of Trinity College, Cambridge, gave a dinner to the Graduates of the College, on the 23rd December, to commemorate the 500th anniversary of the foundation of the College.—Col. Mure has resolved to give his casting vote in favour of Mr. Alison, as Lord Rector of the University of Glasgow.—There seems to be no limit to the munificence of Mr. Henry Beaufoy in favour of the City of London School. The Lord Mayor has received a communication from that gentleman, to the effect that another sum of money, amounting to upwards of £1000, has been invested by him for the establishment of prizes in that institution.—The education cause is making rapid progress both at Bombay and at Calcutta. Schools are rising in all directions, and under the most influential auspices, for the improvement of the poorer classes.—The foundation Stone of a Hindoo female school has just been laid at Calcutta. The school is to be erected by the Hon. D. Bethune, and will cost £6,000.—A testimonial has been presented to the Rev. Dr. J. P. Smith, late Tutor at Homerton Independent College, England. It consists of the interest of a fund of £2,600 for life—the principal sum to remain in perpetuity for the purpose of founding divinity scholarships bearing Dr. Smith's name in connexion with New College, London. Dr. S. has been a tutor fifty years, and has just retired.—The number of students attending Trinity College has decreased very considerably. In the Dublin *University Calendar* for 1851 there appear the names of 223 pensioners and 16 fellow-commoners,—in all 239 in the senior freshman class—that is, the class that entered Trinity College in the year 1849. In the junior freshman class, which entered in 1850, there appear the names of 227 pensioners and 13 fellow-commoners—in all, only 240. The attendance was formerly from 500 to 1,000 students per annum.

**OXFORD UNIVERSITY.—THE ROYAL COMMISSION.**

The Secretary to the Commission of Inquiry has addressed a communication to the University authorities, requesting information from them on the following points:—

1. The possibility of diminishing the ordinary expenses of a University education, and of restraining extravagant habits.
2. The sufficiency of the powers which the authorities possess to enforce discipline.
3. The power of the University to make, repeal or alter statutes.
4. The mode of appointing the Vice-chancellor and Proctors.
5. The government of the University and its relation to the Colleges, as finally established by the statutes of Archbishop Laud.
6. The means of extending the benefits of the University to a larger number of students. (1) By the establishment of new halls, whether as independent societies or in connexion with colleges. (2) By permitting undergraduates to lodge in private houses more generally than at present. (3) By allowing students to become members of the University, and to be educated in Oxford under due superintendence, but subjecting them to the expenses incident to connexion with a college or hall. (4) By admitting persons to professorial lectures, and authorising the professors to grant certificates of attendance, without requiring any further connexion with the University.
7. The expediency of an examination previous to matriculation; of diminishing the length of time required for the first degree; of rendering the higher degrees real tests of merit; of so regulating the studies of the University as to render them at some period of the course more directly subservient to the future pursuits of the student.
8. The expediency of combining the professorial with the tutorial system; of rendering the professorial foundations more available for the instruction of undergraduates generally; or of increasing the number and endowments of professors, and of providing retiring pensions for professors.
9. The most eligible mode of appointing professors, and the effect of existing limitations or disqualifications upon the appointment of professors.
10. The effect of the existing limitations in the election to fellowships, and in their tenure.
11. The propriety of abolishing the distinctions between compounders and ordinary graduates: between noblemen, gentlemen, commoners, and other students; and also the distinction with respect to parentage, at matriculation.
12. The means of fully qualifying students in Oxford itself for holy orders, and of obviating the necessity of seeking theological instruction in other places.
13. The capability of colleges and halls, as at present constituted, to furnish adequate instruction in the subjects now studied, and in those introduced by the recent examination statute.
14. The system of private tuition, and its effects both on tutors and pupils.
15. The means of rendering Bodley's Library more generally useful than at present.

16. The propriety of laying periodical statement of the University accounts before convocation.

Her Majesty's Commissioners also request to be furnished with statements under the subjoined heads, and with any further information, or any suggestion, which may occur to the parties addressed:—

1. The nature of endowment, and its present annual value, and whether any other sources of income are attached to it.

2. Whether any special qualifications are required by statute in the persons appointed.

3. Whether any residence, lecture-room, library, apparatus, collections, &c., are provided for you; if so, if there are any funds for keeping them up.

4. Whether there are any statutes requiring the performance of specific duties; and whether those duties are such as could not profitably be now enforced.

5. The mode of appointment to your office, whether it is held for life or for a term of years, and whether the person holding it is removable.

6. The nature and number of lectures usually delivered in each year, the average number of pupils attending, and the fees paid by each pupil.

7. The general condition in the University of the branch of study to which your professorship relates, and the means of promoting its advancement.

[In our next No. we hope to give a synopsis of a plan of collegiate reform which has originated in the University of Oxford—stimulated, probably, by the issue of the Royal Commission of Inquiry.—*Ed. J. of Ed.*]

*Westminster Abbey, or Collegiate Church of St. Peter.*—A brief account of this ancient building may not prove uninteresting at this moment. This interesting edifice derives its name from its situation in the western part of the city, and its original destination as the church of a monastery. It was founded by Sibert, King of the East Saxons, but being afterwards destroyed by the Danes, it was rebuilt by King Edgar in 958. Edward the Confessor again rebuilt the church in 1065; and Pope Nicholas II. constituted it a place of inauguration of the kings of England. The monastery was surrendered by the abbots and monks to Henry VIII., who at first converted the establishment into a college of secular canons under the government of a dean, and afterwards into a cathedral, of which the county of Middlesex (with the exception of the parish of Fulham, belonging to the Bishop of London) was the diocese. Edward VI. dissolved the see, and restored the college, which was converted by Mary into its original establishment of an abbey. Elizabeth dissolved that institution in 1560, and founded the present establishment, which is a college, consisting of a dean, twelve secular canons, and thirty petty canons, to which is attached a school of forty boys, denominated the queen's or king's scholars, with a master, usher, and also twelve almsmen, and an organist and choristers. The present church was built by Henry III. and his successor, with the exception of the two towers at the western entrance, which are the work of Sir Christopher Wren. The length of the church is 360 feet, the breadth of the nave 72, and the length of the cross aisle 195 feet.

*Primary Instruction in France* is in the hands of Government. It was organized by a law, which M. Guizot presented to the Chambers in 1833, and which contained, amongst others, the following articles:

“Primary instruction is of two kinds, elementary or superior. Primary elementary instruction comprehends religious and moral instruction, reading, writing, the elements of grammar and arithmetic, with the legal system of weights and measures. Primary superior instruction comprehends besides, the elements of geometry and land surveying, notions of natural philosophy and history, singing, and the elements of history and geography especially of France. As to religious instruction, the desire of the parents is to be attended to. Any individual, aged 13, possessing a certificate of capacity conferred, after examination, by the University, and a certificate of morals delivered by the municipal authorities of his place of residence for the last three years, may become a schoolmaster. Every commune is required to have a superior primary school, if its population exceed 6,000 souls; if not, an elementary one at least. The salary of teachers is to be raised by legacies, private donations, taxes, or a grant of the Council of Public Instruction, and cannot be less than 200 francs (or £8) a year, besides the children's pence, and a house. Children whose parents are too poor to pay, are to receive instruction gratuitously. Besides these public schools, free schools may be opened by regular schoolmasters.”

Such has been the impulse given by this law, that nearly 13,000 boys' schools have been opened during the last twenty years, and 4,000 girls' schools during the last ten years, besides 3,000 evening schools for adults. The number of scholars has increased by one million, being now above 3,750,000. The influence of these schools on the masses is shown by the following fact—that in 1827, out of 1000 conscripts, or recruits for the military service, only 423 could read, while in 1844, there were 610.

## UNITED STATES.

*Items.*—At two recent festivals in the State of New York, the following toasts were given:—*The Common School*—The tree of knowledge originally planted in New England—its seeds are wafted over the continent.—*Education*—The soul of the press, by whose benign influence it shall govern the world.—The Senior Class of Dartmouth College have lately presented to Prof. Charles B. Haddock a premium silver pitcher, as a testimony of their high regard and great esteem.—The literary societies of the University of New York have elected Rev. Dr. Bethune orator, and John G. Saxe Esq., poet, for the next anniversary.—Chief Justice Taney of the U. S. Supreme Court has been elected Chancellor of the Smithsonian Institution, Washington, vice Mr. Fillmore recently called to the Presidency.—The body of Stephen Girard has been removed from the grave-yard attached to the Church of the Holy Trinity to the grounds of the Girard College for Orphans, Philadelphia. A monument will be erected over the remains.—The Superintendent of Public Schools in the first Municipality of New Orleans has absconded with \$20,000 of the city School Funds.—The students of Harvard University have objected to the presence of two coloured youths who are studying medicine there prior to their departure to Liberia.—The Massachusetts Legislature has chartered a Board of Trustees for establishing a college in Liberia, and the effort meets with much favour. The Alexandria High School at Monrovia, Liberia, has gone into full operation.—At the annual re-organization of the City Government of Boston last week, Mayor Bigelow, after taking the oath of office, read an address to the two branches of the city government. Among other things he speaks of the Public Schools, which are at once the ornament and glory of the City. He remarked that the whole number of schools of all grades is two hundred, having an aggregate attendance of 21,000. Expenditures for instruction during the past year, \$182,000; for repairs, fuel, &c., \$56,500; for new school buildings, \$56,000; making the handsome sum of \$294,500. The schools maintain the high character they have acquired, and the best teachers are employed.—The Board of National Popular Education Ohio, held its annual meeting at Cleveland recently, when Governor Slade reported the receipts for the past year to be \$5,020 50, disbursements \$4,859 45. There was a balance on hand of \$1,119 58, the whole of which is to be consumed in sending seven teachers to Oregon in March next. The society, since it was organized, has sent out 199 teachers.—The New Jersey School fund amounts to \$397,314 14, and its income will justify an appropriation of \$40,000 toward the support of common schools, without disturbing the capital. The passage of a law is recommended to submit to the people the question of the establishment of Free Schools.—The Methodist Episcopal Church in the U. S. has forty-six universities, colleges, and seminaries, under her control in the different States, as follows; Ohio eight; Pennsylvania five; New York six; Vermont four; Massachusetts one; Long Island two; Rhode Island one; New Jersey three; Maine one; Delaware one; Virginia two; New Hampshire one; Indiana two; Illinois four; Michigan one; Iowa one; Wisconsin one; Connecticut two.—The Methodists in Illinois are about to establish a University at Chicago, to be called the North Western University. It is designed for Wisconsin and Iowa, as well as Illinois.—The Rev. Benjamin Wofford, of Spartanburg, South Carolina, has left \$100,000 to build and support a Methodist College at that place.

## Literary and Scientific Intelligence.

*Items.*—At an interesting Lecture recently delivered by Professor Croft at the Mechanics' Institute, Toronto, on *Entomology*, the lecturer stated that the number of insects known to the entomologist exceeds 150,000; but as in tropical regions, only the large kinds have been enumerated, it may safely be asserted that the number of varieties actually in existence in the world does not fall far short of 400,000. In temperate climates, however, the number is considerable: in England alone it is not less than 12,000.—Harper's Magazine for this month contains a very admirable statistical paper, entitled, a “General View of the States of Europe.” From the preliminary paragraph we select the following items: Europe contains an area of 3,816,936 square miles; population, 262,000,000, i. e. 133,000,000 Catholics; 58,000,000 Protestants; 59,000,000 Greek Church; 7,500,000 Mohammedans; and 2,500,000 Jews. There are 55 independent states: 33 German; 7 Italian, &c. Of these states, 47 have an essentially Monarchical form of government, and 8 are Republics. Of the Monarchical governments, 3 are technically called Empires, 15 Kingdoms, 7 Grand-Duchies, 9 Duchies, 10 Principalities, 1 Electorate, 1 Landgraviate, and 1 Ecclesiastical State.—Mr Powell, an American, has recently painted “The Burial of Fernando de Soto in the Mississippi.” The committing of the body of the grand old enthusiast to the turbid current of the Father of Waters, of which he was the discoverer, is a splendid

subject and is treated by the artist with deep poetic feeling.—Mr. Paine's "water gas" discovery, has, after much ridicule, been proved to be a *bona fide* contribution to scientific knowledge. He can produce hydrogen from water with great facility, and in any quantity. The hydrogen acquires a high illuminating power by passing through spirits of turpentine.—A copying telegraph has been invented by Mr. Bakewell. The message is written with varnish on tin foil, which is rolled round a cylinder. A point of steel presses upon this cylinder. The electrical current is interrupted when the point comes in contact with the varnish. At the other end of the line another point presses upon paper saturated with muriatic acid and prussiate of potash, and traces the message verbatim as received. The cylinder at both ends of the line revolve at the same rate, and go by clock-work.—There are in London 491 charitable institutions exclusive of local and parochial trusts. Of these 97 are medical and surgical; 103 for the aged; 31 for orphans, &c.: 40 school, book, and visitation societies; 35 Bible and Missionary societies. These associations disburse about £1,765,000, of which £1,000,000, are raised by voluntary effort.—The French revolution of February, 1848, stimulated the sale of newspapers in Paris to an extraordinary extent. M. Boule sold for months together 200,000 and 300,000 copies daily of the different journals of which he was printer. He had 11 presses at work night and day.—The 3rd volume of Humboldt's *Cosmos* is announced for publication.—A tunnel under the Neva, similar to that under the Thames has been projected by the Emperor Nicholas.—The Russian government has prohibited the translation of French novels; the English, however, are permitted.—The Neapolitan government has prohibited the circulation of Humboldt's *Cosmos*, Shakspeare, Goldsmith, Ovid, Sophocles, Victor Hugo, Lamartine, Goethe, Schiller, Thiers, all the German Philosophers, &c., &c.—Oersted, the celebrated chemist, discoverer of electro-magnetism, on the completion of the 50th year of his professorship in the University of Copenhagen, was presented by the King with the Grand Cross of the Order of Dannebrog, and by the University with a new insignia of his doctorate, including a gold ring, bearing the head of Minerva in cameo. The citizens have also presented him with a beautiful villa—the late residence of the lamented Ochlenchlagier. Oersted is 80 years of age.—A statue in honour of the celebrated astronomer, Dr. Olbers, has just been erected at Bremen. He discovered some asteroids, and a method of calculating the orbits of comets, &c. He was greatly honoured by his countrymen.—Dr. Tappan, of New York, has just published a very valuable work upon "University Education." He regards the present American collegiate system as a failure, and points out a remedy. In connexion with Dr. Wayland's work on the same subject, the publication is significant of the present state of American Universities.—The Earl of Carlisle (Lord Morpeth) has lately been delivering lectures before the Mechanics' Institute of Leeds, on his recent tour in the United States, and on literary subjects.—The *fleur de lis* was made the ornament of the northern radius of the mariners' compass, in compliment to Charles of Anjou (whose device it was), the reigning King of Sicily, at the time when Flavio Gioja, the Neapolitan, first employed that instrument in navigation.—The following are the officers of the Royal Society for 1850-1: President, Lord Rosse; Treasurer, Col. Sabine; Secretaries, Messrs. Hunter, Bell, and Smith.—St. Paul's Cathedral is 404 feet from the pavement to the top of the cross; Salisbury Cathedral spire is 404. The Oxford "Tom" bell weighs 17,000 lbs; Lincoln 12,096.—M. Guizot has been elected President of the Academy of Inscriptions and Belles Lettres, and M. de Wailly, Vice-President.—It is stated that an archæologist has lately discovered among the archives at Chartres ninety-two original letters of the Kings of France, from Francis the First to Louis Eighteenth.—In a recent letter to the Rev. Dr. Tefft, of Cincinnati, Martin F. Tupper, Esq., the celebrated English poet, announces his intention of visiting the United States within the next six months.—One of the most rare and beautiful vases in the Vatican was destroyed by a fall on a very windy night. It stood near a window which was blown open. The vase contained the ashes of Germanicus, or of Augustus himself.—The king of Bavaria has formed the gigantic design of causing to be executed a series of pictures on subjects derived from the annals of all times and of all nations, the whole being destined to form a sort of pictorial universal chronology.—Mr. Josiah P. Cooke has been appointed to the Professorship lately held by the unfortunate Dr. Webster.—A person in New York has invented a machine for stopping railway carriages by electricity. The plan contemplates the arrangement of a galvanic battery on the locomotive, under the eye of the engineer, with a rod running to each wheel in the train, connected with the different clogs or breaks, and to be connected with the battery by a touch, so as to apply simultaneously and instantly any desirable amount of pressure to any clog.—Mr. Andrew Smith, C. E., the inventor of the wire rope manufacture, has discovered the affinity between aerial electricity and terrestrial magnetism.—A gentleman of Cork, who has laboured for years in devising a plan to obviate the effects of backwater on paddle-wheels, has proceeded to London, to lay the invention before Messrs. Maudsley, the eminent engineers.—It is said that the Book of Common

Prayer is about to undergo revision by non-ecclesiastical hands. Besides the Premier, another name is mentioned in connexion with the project.—A striking panorama of Bunyan's Pilgrim's Progress is now being exhibited in New York.—A model of the celebrated Remington bridge has been exhibiting in Toronto. Its construction is simple and elegant, and combines lightness and strength in a remarkable degree. A Remington bridge has lately been destroyed on an American line of railway. The pressure to which it was subjected being too heavy for the fragile structure.—A despatch has been received from Earl Grey, authorizing the admission of American re-prints of English copy-right works on payment, in terms of the recent Provincial statute, of 20 per cent. duty.—The *Quebec Chronicle* gives a very interesting description of the appearance of the Aurora on the evening of the 16th ult. It was first of a pea-green colour, and of a zig-zag shape; then a snake form, and next—hanging over Beauport as it were—it assumed prismatic colours, viz.:—purple, yellow, and pea-green—the little upright streaks bundling up afterwards, into one another, and two of the colours, the red and the yellow disappearing and re-appearing every now and then, until in about a quarter of an hour the colour was of the same light green hue, as when the aurora was first observed, when assuming various linear and serpentine forms, it receded northward, and by eight o'clock was lost to view.—The Hamilton Mercantile Library and Mechanics' Institute contains 1,000 vols. of books, and is in a flourishing condition.—The Toronto Public Reading Rooms and Libraries appear, also, from recent reports, to be highly prosperous.—The Halifax (Nova Scotia,) Library contains 5,347 volumes.—Upwards of £6,000 have been subscribed in Manchester for the establishment of a free library and museum. The Mayor, J. Potter, Esquire, has obtained by his own personal and unaided efforts about £4,000.—Sir Roderick Murchison and M. Liebig have been elected members of the Royal Danish Academy of Science.—It is stated in the French journals that in consequence of the confusion existing between the maritime calculations of different powers, and the unfortunate occurrences to which it sometimes leads, the naval powers of the north—Russia, Sweden, Denmark, and Holland—have entered into an agreement to open conferences on the old question of a common meridian for all nations. France, Spain, and Portugal, it is said, have given in their adhesion to the scheme; and a hope is held out that England will come into the arrangement. The most advanced opinion on the Continent seems to be in favour of the selection of an entirely neutral point of intersection,—say Cape Horn,—which would have the advantage of being agreeable to the Americans.—Lord Brougham, who has been suffering from partial loss of sight, is considered to be out of danger. He lately read an original paper before the French Academy of Sciences on the diffraction of light.—Pensions on the Civil List, of £100 a year each, have been granted to George Petrie, Esq., LL.D., and to J. Kitto, Esq., M.D. Mr. Petrie is a member of the Royal Hibernian Academy of Arts, and Vice-President of the Royal Irish Academy of Sciences, and author of the treatise on the "Round Towers of Ireland," and of many other antiquarian works. Dr. Kitto has been partially deaf and dumb from an accident when a boy, in spite of which difficulties he travelled through many lands. With his physical failings he has done much for the cause of biblical literature, and is the author of many works, such as the "Pictorial Bible," "History of Palestine," "Cyclopædia of Biblical Literature," &c.—Pensions of £100 a year have also been granted to Mrs. Belzoni, the aged widow of the celebrated traveller, and to Mr. Poole the author of "Paul Pry," and of several contributions to periodical literature. The latter is a great sufferer from bodily infirmities.—The number of books, pamphlets, and printed works of every kind, which have been issued from the press in France, during the year 1850, has been 7208. Among these must be reckoned 281 newspapers; 2697 engravings and lithographs are stated to have appeared during the year just expired; 122 maps and plans, 579 pieces of vocal music, and 625 pieces of instrumental music.—The English papers are earnestly advocating the repeal of the paper tax. A public meeting to further this object was to be held in London on the evening of the 2d inst. The London Times says that the paper duty in the case of such publications as Household Words, or Chambers' Journal is more than 20 per cent.

*The Dead of 1850.*—Sir Robert Peel, Louis Philippe, President Taylor; the Duke of Cambridge, the Emperor of China, the American statesman, Calhoun; the Prussian Minister, Count Brandenburg; the Queen of the Belgians; the Duke of Palmella; the Vice Chancellor of England; the Recorder of London; the Chief Justice Doherty of Dublin. Wordsworth, Jeffrey, and Bowles; Miss Jane Porter; Wyatt, the sculptor; Sir Martin A. Shee; Patrick Fraser Tytler, the historian; the elder Brunel; James Smith, the agriculturist; Neander, the German theologian; poor Waghorn, of the overland route; Schumacker, the celebrated astronomer, at Altona; Christian Lauritz Sverdrup, who died in his seventy-ninth year. M. Sverdrup has occupied the chair of philology at the University of Christiania since the foundation of that establishment by Frederick,

VI, King of Denmark, in 1808; Mr. Robert Gilfillan, known to the public as the author of several beautiful songs in the Scottish dialect, and some pieces of poetry of considerable merit; and Mr. J. J. Audubon, the eminent naturalist, who died at his residence, on the banks of the Hudson last month. He was 76 years old. No man has contributed more to ornithological science than Mr. Audubon; Rev. Dr. Judson, the venerable American Missionary in Burman; Margaret A. Fuller, the American Essayist; M. Link, a Professor at Berlin and a celebrated Botanist; Vicount Alford, M. P.; Sir W. Gordon; Dr. Haviland, Regius, Professor of Medicine at Cambridge, England, the Duke of Newcastle, and the Earl of Northampton.

### Editorial and Official Notices, &c.

**NOTICE TO TRUSTEES AND TEACHERS.**—We deem it important at this early period of the year, when engagements with Teachers are usually made, to direct the attention of Trustees and Teachers to the 15th Section of the School Act, which enacts, "That no Teacher shall be deemed a *qualified Teacher* within the meaning of this Act, who shall not, at the time of his engagement with the Trustees, and applying for payment from the school fund, hold a certificate of qualification as hereinafter provided."

Ample opportunity has been afforded to Teachers in every county to obtain certificates from the County Boards of Public Instruction. The first meeting of these Boards took place on the 14th of November, 1850—several months after the law authorizing the granting of legal certificates was passed, thus giving those who considered their qualifications for the office of Teacher to be somewhat doubtful, time and opportunity to prepare themselves fully for examination by the County Boards. The "Programme for the Examination and Classification of Common School Teachers" was also published in this *Journal* in October last—nearly a month before the day of the first meeting of the Board, and, in most cases, two and three months before the examination of candidates actually took place. No excuse, therefore, can reasonably be urged against compliance with the provision of the section of the Act above quoted, if local Superintendents refuse to honour the order of Trustees in favour of persons not holding certificates of qualification. These officers, as the Local Superintendent of Guelph remarks in a letter on the subject, "cannot reasonably be expected to assume responsibilities in direct violation of the Law, in the distribution of the school fund in favour of parties who have by their own neglect created the difficulty, and who have far more interest than the Superintendent can have in the consequences resulting from their compliance or non-compliance with its unquestionable requirements. Trustees should also be careful how they involve themselves by assuming responsibilities to parties on whose behalf, without a certificate, they cannot claim a penny of the school fund." See the appeal to second and third class teachers on the 21st page.

**TO LOCAL SUPERINTENDENTS.**—We would respectfully suggest to local Superintendents the propriety of folding their Annual Reports to the Chief Superintendent of Schools in the form of a letter, and transmitting them without a cover. Several Reports have been received at the Education Office enclosed in heavy or coarse brown paper—the postage on which, has unnecessarily amounted to several shillings. We hope local Superintendents will add up each column in their Reports, as intimated last month. They might also, in a separate column, insert the number of free schools in operation in their township during 1850, with such remarks upon the operation of that system as may occur to them. In the next number of the *Journal*, we hope to be able to give such extracts from local Superintendent's reports, referring to the subject, as may appear appropriate. Superintendents will please report the smaller towns and Incorporated Villages which may be within their jurisdiction *separately*, in order that the apportionment of the Legislative school grant to those towns and villages can be made without unnecessary trouble or delay.

**SCHOOL REGISTERS.**—The School Registers authorized and required by law to be used in each Common School of Upper Canada, are now ready for delivery at the Education Office, Toronto, price, 1s. 3d. each, or 12s. 6d. per dozen. These Registers are designed to last for two years in a School with less than 50 pupils, and for one year in a school of less than 100 pupils. As the Act

contemplates the division of the school fund among the different school sections, according to the average attendance of pupils at each school, it is important that trustees should procure a copy of the Register without delay.

**OFFICIAL DOCUMENTS, PAMPHLETS AND PERIODICALS RECEIVED.**  
We have to acknowledge the receipt of the following Official Documents, Pamphlets and Periodicals, kindly sent to the Head of the Educational Department of Upper Canada, and to the *Journal of Education* :—

1. DOCUMENTARY HISTORY OF THE STATE OF NEW YORK. With Maps, Engravings, &c. Vol. I. 4to., pp. 523.
2. TRANSACTIONS OF THE NEW YORK STATE AGRICULTURAL SOCIETY, 1849. With Maps and Engravings. 8vo. pp. 944.
3. TRANSACTIONS OF THE AMERICAN INSTITUTE OF THE CITY OF NEW YORK, 1849. Engravings. 8vo., pp. 447.
4. THIRD ANNUAL REPORT OF THE NEW YORK STATE CABINET OF NATURAL HISTORY, AND THE HISTORICAL AND ANTIQUARIAN COLLECTION ANNEXED THERETO, 1849. With beautifully coloured plates. 8vo., pp. 133.
5. SIXTY-THIRD ANNUAL REPORT OF THE REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK, 1849. 8vo., pp. (The foregoing were received from the Regents of the University of the State of New York.)
6. RESEARCHES RELATIVE TO THE PLANET NEPTUNE, by S. C. WALKER, ESQ., 1849. 4to., pp. 60. *Smithsonian Institution, Washington.*
7. PROCEEDINGS OF THE SECOND SESSION OF THE NATIONAL CONVENTION OF THE FRIENDS OF EDUCATION. With Appendices. Philadelphia, 1850. 8vo., pp. 175. *American Association for Advancement of Education.*
8. ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS, STATE OF NEW YORK, 1850. 8vo., pp. 128. *Hon. Christopher Morgan.*
9. PROCEEDINGS OF THE MUNICIPAL COUNCIL OF THE COUNTIES OF FRONTENAC, LENOX AND ADDINGTON, 1850. 4to., pp. 17.—COUNTY OF WATERLOO, 1850. 8vo., pp. 22. Two copies each. *The County Clerks.*
10. PERIODICALS RECEIVED:—*English Journal of Education; Massachusetts Teacher; The Student; Eclectic Journal of Education; Common School Journal; N. Y. Journal of Education; Cook's Musical Miscellany; Musical Review, &c.*

### SEQUEL TO THE SECOND BOOK OF LESSONS.

TORONTO, 1851. BREWER, McPHAIL & Co. 12mo., pp. 216

An admirable re-print of one of the national series of text books, authorized by the Council of Public Instruction, for use in the schools of Upper Canada. The *Sequel* is illustrated with very neat wood cuts; and will prove a very useful intermediate class book, in connexion with the other reading books of the same series. In our next number, we hope to be able to give the entire list of national books, (with their prices,) authorized and recommended to be used in our common schools.

### NOTICE

TO COMMON SCHOOL TEACHERS, COUNTY OF YORK.

**THE BOARD OF PUBLIC INSTRUCTION** for this County has appointed the following named places for the Examination of Common School Teachers:—

1. THE CITY OF TORONTO—in the Court House, at 9 A.M., on Tuesday, the 18th March next. *Examining Committee*—The Chairman, the Rev. Messrs. Grasett and Roaf, and G. A. Barber, Esq., City Superintendent.
2. BRAMPTON—At 9 A.M., on Tuesday, the 11th March. *Examining Committee*—The Superintendents, Rev. Mr. McGeorge, A. Simpson, and Dr. Crumblie.
3. DUFFIN'S CREEK—Tuesday, March 18th, at 9 A.M. *Examining Committee*—The Superintendent, Dr. Foote, Messrs. Annis, and W. B. Warren.
4. NEWMARKET—Tuesday, the 18th March, at 9 A.M. *Examining Committee*—The Superintendent of the first Circuit, Messrs. Smith and Hartman.

Office of Board of Public Instruction, }  
18th February, 1851. }

J. JENNINGS,  
CHAIRMAN.

**WANTED**, a situation as a Common School Teacher, in any part of Canada West. Has been trained in the Normal and Model Schools, Dublin; also, in the Toronto Normal School; and can produce a First Class Certificate from the Board of Examiners for the County of York, —having had six years experience as a Teacher, under the Board of National Education in Ireland, and two years and a half subsequently in this city. Communications to be addressed to JOHN TAFFE, Common School, No. 8, Toronto.  
February, 1851.

**WANTED** a Teacher, duly qualified to teach a Common School in the township of Whitby. Salary, at least, £50 Apply to Mr. JAMES MITCHELL, Trustee, near the Plank Road, 4th Concession.  
February, 1851.

**WANTED** a Teacher for School Section No. 1, township of Scott. Salary £50—raised on the free school system. Apply, personally, to Mr. LEVI CARD.  
Feb. 1851.

TORONTO: Printed and Published by THOMAS HUGH BENTLEY.

TERMS: For a single copy, 5s. per annum; not less than 8 copies, 4s. 4d. each, or \$7 for the 8; not less than 12 copies, 4s. 2d. each, or \$10 for the 12; 20 copies and upwards, 3s. 9d. each. Back Vols. neatly stitched supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7d. each.

All communications to be addressed to Mr. J. GEORGE HODGINS, Education Office, Toronto.