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AGRICULTURAL EDUCATION IN UPPER CANADA.

No. IV—AND LAST.

BY H. Y. HIND, ESQ., MATHEMATICAL MASTER, ETC., NORMAL SCHOOL, U. C.

The development of the Agricultural interests of Canada, is mainly dependant upon the actual tiller of the soil.

The advance in wealth and importance of a country so situated, rests entirely upon the national character of its inhabitants. With an energetic and improving population, who are not afraid of competition, and are willing to relinguish ancient forms and prejudices in favour of improved methods and advanced ideas, such a position is the one most likely to ensure a real and continued progress.

The many advantages which the Mother Country enjoys from the circumstance of a highly educated and wealthy class of individuals, scattered over every part of the land, being both able and willing to bring the appliances of continually improving science, and ample means to the assistance of Agriculture, induces a proportionally rapid progress. The experience, also, of generations has enabled farmers to establish certain empirical rules for the application of manures, and the rotation of crops, for every peculiarity of soil or climate, from which immense advantage is derived. The same rules organic chemistry suggests, and an acquaintance with the general principles of that science, will place the Canadian farmer in the cultivation of his comparatively new and unexplored soil, on a par with those who glean their mode of action from the success or failure of their ancestors. But while much applicable knowledge may be deduced from theoretical views, yet properly regulated experiment is doubtless the means by which useful and practical information must be obtained in Canada.

Agricultural experiments have a threefold object in view. The most important, perhaps, is the determination of a proper rotation of crops on different descriptions of soil. But since the varieties of soil are innumerable, the information derived from any class of experiments conducted in a few separate and distant localities, can not be considered as affording any precise rule of action for intermediate stations. "If a farmer without the guidance of just scientific principles, is trying experiments to render a field fertile for a plant which

it otherwise will not bear, his prospect of success is very small. Thousands of farmers try such experiments in various directions, the result of which is a mass of practical experience forming a method of cultivation which accomplishes the desired end for certain places; but the same method frequently does *not* succeed—it indeed ceases to be applicable to a second or third place in the immediate neighbourhood. How large a capital, and how much power, are wasted in these experiments! Very different and far more secure, is the path indicated by *science*; it exposes us to no danger of failing, but, on the contrary, it furnishes us with every guarantee of success."—(Liebig.)

Every farmer, however small his farm, would do well to establish a limited series of experiments for his own information. But such experiments should be conducted throughout the country according to one uniform plan and system. The mode of proceeding is sufficiently indicated by the nature of the information sought. Accuracy of description of every circumstance connected with the experiments is of paramount importance. It is not to be presumed that even an approximate analysis of the soil is to be obtained by the means which lie within the reach of the ordinary farmer; but no difficulty presents itself in ascertaining whether the land is of a clayey or sandy nature, whether it is a calcareous soil or a vegetable mould. The nature of the experiments must in a great measure depend upon these considerations, and that the results arrived at may be of general utility, no experiment should be commenced without some special object in view, some definite and fixed subject of enquiry to elucidate. If this be not the case, the name of experiment is no longer applicable, and the probability of fallacious views being created by its means, is almost equal to the improbability of useful discovery attending its ultimate results; and it has to be particularly borne in mind, that no experiment can be considered as constituting a proper source of information which does not embody a description of the mechanical condition of the soil and subsoil; of the crops grown the preceding year; the amount and kind of manure applied to the land; an accurate description of its situation: the depth to which it has been ploughed; together with any particular circumstances relating to rain, temperature, period of sowing and reaping, diseases, &c. &c. An acquaintance with the general outline of the science of Organic Chemistry, and with the chemical constitution of soils, will direct the farmer in experimenting upon all varieties of soil, with reference either to rotations of crops, or the application of manures,—and it will also suggest to him those kinds and species of vegetables whose introduction into this new country is daily becoming a more desirable and advantageous attainment. A proper rotation of crops may be made to bear with much profit upon the produce of the dairy and the fattening of cattle. There exists under all circumstances a fixed ratio between the condition of a farm, and the number of live stock which can be most profitably kept upon it. The value of that ratio depends upon the cultivation to which the land is subjected, and particulary upon the rotation adopted. The keeping of a certain amount of live stock upon a farm, ought not solely to have reference to their mechanical power or dairy produce; it frequently happens that care in the preservation of stable refuse, and a judicious application of the various substances of which that refuse consists, is indirectly a source of far greater profit than all the surplus produce of the dairy, and although farmers are apt to bring objections against a system which imposes an apparent excess of labour in a country where land is cheap and labour dear, yet it is to be re-

membered that experience tends to show that under ordinary circumstances, if the labour and capital expended upon thirty acres, cultivated according to the method too frequently observed in Canada, were to be concentrated upon twenty acres, the absolute value of the crops reaped from the smaller portion of land, would considerably exceed that derived from the imperfect cultivation of one-third the greater surface. In agricultural establishments, in which the importance of manure is duly appreciated, every precaution is taken both for its *production* and *preservation*. Any expense incurred in improving this vital department of the farm, is soon re-paid beyond all proportion to the outlay. The industry and the intelligence possessed by the farmer may, indeed, almost be judged of at a glance by the care he bestows on his dunghill. It is truly a deplorable thing to witness the neglect which causes the vast loss and destruction of manure over a great part of these countries. The dunghill is often arranged, as if it were a matter of moment, that it should be exposed to water collected from every roof in the vicinity, as if the business were to take advantage of every shower of rain to wash and cleanse it from all it contains that is really valuable. The main secret of the admirable and successful husbandry of French Flanders, may, perhaps, lie in the extreme care that is taken in that country to collect every thing that can contribute to the fertility of the soil.—(BOUISSANGAULT.)

It is not, however, to the farm-yard alone that the Canadian farmer must direct his attention in searching for the means of producing the most remunerative crops. In the application of marl, lime, wood-ashes, peat-ashes, common salt, gypsum, &c., a wide field of experimental research lies open before him, promising an abundant harvest of most useful and interesting information, and of that substantial kind, which immediately brings with it its own reward.

One object engaging yearly increasing attention in this country is, the breeding and fattening of cattle. Much, however, has to be accomplished, before a permanent improvement in that important department of farming operations can be accomplished. It is true that many enterprising individuals have imported at great cost to themselves, perfect specimens of various farming stock from the Mother Country, and by that means they have endeavoured to improve the different breeds in Canada. But can it be expected that the characteristics of those improved breeds will long remain unimpaired if they are not fed upon food best adapted to the wants of each individual species. Canada, however, does not as yet possess the means of accomplishing so great an undertaking; with the introduction of improved varieties of cattle, the mode and means of feeding them requires to be particularly attended to, and there is no department offering such ample scope for experiments, as attention properly directed to the grasses and oil-bearing plants adapted to the climate of this country and the wants of the farmer. It is not only with reference to the food of cattle, that the general introduction of proper varieties of the above-mentioned vegetables would be attended with advantage; increased facilities for improving the rotation of crops, and the quality of farm-yard manure would alike flow from such a desirable undertaking. Among the vegetables used in various parts of Europe for effecting these separate, yet intimately allied results are the trefoils, the clovers, lucerne, sanfoin, field-beet, sugar-beet, rape and sun-flower, &c. &c.

The mode and means of imparting the necessary information to the rising

generation of farmers throughout the length and breadth of the land, in order that they may be enabled to pursue a system of scientific and consequently successful husbandry, must be as general and extended as the field of operations is broad. The only mode which suggests itself of universal application, is the introduction of Agricultural Chemistry as a branch of elementary education in the common schools of the country. That the present system of Public Instruction in Canada implies the necessity and contemplates the introduction of this branch of learning in the Schools throughout the Province, is shown in the Chief Superintendent's '*Report on a System of Public Elementary Instruction for Upper Canada.*' (p. 141.) "Agriculture—the most important department of human industry—has not as yet been introduced, in any form whatever, as a branch of Elementary Education in our Schools. The Legislature has given some pecuniary assistance, and Societies have been formed with a view to encourage experiments and promote improvements in Canadian Agriculture; but experiments without a knowledge of principles will be of little benefit, and improvements in the practice of Agriculture must be very limited until the Science of it is studeid." The means for providing that instruction is alluded to in the *Circular* of the Board of Education to the Municipal Councils of the several Districts and Cities in Upper Canada, (dated 4th August, 1846) wherein it is stated, that, "through the Normal and Model Schools, all the Schools in the Province will ultimately be provided with teachers, trained in the Country, and in the same system of instruction." The value and influence of Agricultural Associations will be immeasurably enhanced by the introduction throughout the country, of a uniform system of experiments founded upon scientific principles. The only mode of attaining such a system, is by affording the rising generation of farmers an opportunity of becoming acquainted with the principles of scientific husbandry. Whatever experiments they may then individually engage in, or whatever information their experience may afford them, will be estimated at its true value, and much of that sterling practical knowledge which is frequently exhibited at the occasional meetings of Branch Agricultural Societies, be comprehended and appreciated without danger of its being misapplied or soon forgotten.

From the Teacher Taught.

READING—MECHANICAL, INTELLECTUAL, AND RHETORICAL.

Correct reading is the first step towards the acquisition of useful knowledge. Orthography and the difinition of words must precede reading, but all other studies follow after; and the success of the scholar in the pursuit of learning will depend very much on the degree of perfection to which he may have attained in this art.

In teaching children to read well, there are three distinct, and very different objects of attention. Reading may be taught as a *mechanical*, as an *intellectual*, or as a *rhetorical exercise.*

The *mechanical* part of reading consists in the modulation of the voice as to loudness, distinctness of articulation, and slowness, and in regard to propriety

of pronunciation, emphasis, tones, and pauses. No one can read to the edification of others without a careful attention to all these particulars. This part of reading is learned more by imitating good readers, than by the study of rules. Only here and there one would ever learn to sing, if all their knowledge of the subject were gathered from books. The Common School teacher must pursue a course similar to that practised by the teacher of music; he must read, and require the pupil to imitate his tones, emphasis, cadence, &c. Unless such an example be daily held up before the children, it cannot reasonably be expected that they will read mechanically well.

Those teachers, who hear a class read three or four times in a day, and direct one or another to read faster or slower, or to regard their pauses, but set before them no example for their imitation, do not teach with any effect. It would be as well to omit reading entirely, for they would be sure to acquire no bad habits.

Some teachers do not even correct their pupils when they read wrong, or, if they do, it is a correction without explanation; their attention, while the class read, is sometimes almost entirely occupied with doing a sum, mending a pen, or setting a copy.

In teaching the mechanical part of reading, it is well for the teacher occasionally to select short sentences, by which some rule may illustrated, and read them as they should be read, and require each member of the class to do the same. If it be desired to illustrate the nature and power of emphasis, he may repeat a sentence like this : "Shall we get a lesson in geography to-day ?" Let each scholar repeat it with the emphasis on *we*, and then with the emphasis on *geography*, and then on *to-day* ; and let the teacher show them that a change in the emphasis would call forth a different answer. In a similar manner cadence may be illustrated. The following sentences may be used : "Hear instruction, be wise, and refuse it not ;" and the pupils may be required to read it, making a full cadence of the voice at *instruction* and *wise*, and then without. By some such process all the rules that belong to mechanical reading may be clearly explained.

The *intellectual* part of reading is the most important, and the most difficult. It consists in teaching children to understand what they read. This is too much neglected; many children grow up without knowing that sentences, sections, chapters, and even books are a kind of pictorial representation of the writer's thoughts. A thing may be described by a picture or by words. The great object of teaching children to read is, that they may understand the picture, and derive information from the perusal of it. Children and youth often read as though they were performing a mere mechanical exercise and as if a good reader was to be known by the marks of a good skater—by his velocity, and the variety of his evolutions. Let them understand that the object of reading is very different from the object aimed at in jumping a rope ; that it is not for exercise, but to cull and to collect the writer's thoughts, and to preserve them for future use. In order to do this, children should be required to give the sense of what they read. This must be done in childhood, or, when they become adults, they will read without much benefit.

Teachers should question their pupils, with more or less particularity, according to time and circumstances, in regard to what they have read, and in

regard to the truth of any sentiments advanced in the lesson. They may also be questioned about the meaning of words, their composition and derivation, about the name of the writer, and respecting anything else suggested by the lesson, that is connected with the enlightening of the child's mind.

The importance of intellectual reading to the children of this Country appears from the fact, that the government here is in the hands of the people. Unless those who have the right of suffrage have also intelligence, they will be very likely to abuse the right.

I have no doubt there would be more harmony on moral, religious, and political subjects, if the number of intelligent readers of books were increased. There are in this land of liberty, where every one has the privilege of reading and thinking for himself, very many, who depend on others to think for them. Their opinions on all subjects are derived from some influential leader, whom they regard as an oracle of wisdom. This is a kind of liberty that ought not to be tolerated in this country; the liberty of receiving our opinions from others, without venturing to read and think for ourselves, is reducing the mind to a state of slavery. This will, to some extent, be the condition of every one, who is not in childhood and youth taught to read understandingly.

Said an eminent teacher in days of yore, "Were youth, while under the superintendence of parents, taught to *think* instead of chatter, the world would not be troubled with so many absurd and erroneous opinions, or such conceited matter."

It is true that all think in a certain sense; but that constant stream of thought that runs through the mind without any consciousness of effort, as when,

"............ in friendly chat,
We talk of this and then of that,"

is not the kind of thinking whose fruit is sound practical wisdom. Prone to mental as well as corporeal indolence, very many believe whatever they hear, rather than spend their strength in searching out "what is truth."

"To follow foolish precedents, and wink
With both our eyes, is easier than to think."

Unless the young are taught to examine subjects for themselves, by careful and laborious thought, they will not be likely to adopt correct principles for the regulation of their future conduct. They will be turned from an upright and honourable course by every alluring phantom, and whirled about, like a weathercock, by the breath proceeding from every mouth. Those who depend on others to think for them, are mere passive receivers of their opinions. They act just as they are acted upon, and become mere tools, to be handled by a few thinking and designing ones, who are ambitious to form a party and be dignified with the name of leaders.

The *rhetorical* part of reading consists chiefly in entering into the spirit of the author, so as to imbibe his temper and feelings. A scholar may read correctly and intelligently, but without any rhetorical effect. Perhaps it is not possible for every scholar to attain a high degree of excellence in this department. There are but few good orators, and but few good musicians; for a

similar reason there are but few good rhetorical readers. It is only here and there one, of all those who can read, that do read with force, variety, and, if necessary, with deep emotion.

Though rhetorical excellence is not expected in all readers, yet something can be done by the teacher to improve the style of a child's reading; he can break up that peculiar tone that is neither reading or singing, but a burlesque upon both; he can do something towards mellowing the voice that now "grates harsh thunder." It is a subject that is worthy of attention. If, however, the teacher himself has no skill or taste for such reading, I should not advise him to attempt to teach what he cannot practically illustrate.

The exercise of reading will be rendered more interesting, if each child in the class is occasionally allowed to select his reading lesson from any book he pleases, instead of reading the *set* lesson. Let this privilege be granted to those who are diligent, obedient, and faithful, and let it be denied to others. In this way it will operate as a stimulus to good conduct. This mode of reading unfolds to the teacher something of the character of the child's mind, and affords a better opportunity to benefit the child.

It will be found beneficial to appoint a few scholars to read to the school, once a week, pieces of their own selection. Let the appointment be made a week previous, giving sufficient opportunity to prepare for the exercise. Then let the teacher criticise the readers as to their manner of reading, and as to their taste in selecting pieces.

There is another important matter connected with this subject, which must not be omitted. It is the cultivation of a taste for reading in children. If they can read, but will not, they might as well have never learned. The teacher should take some pains to cultivate among his pupils a fondness for reading. This is generally a consequence of teaching scholars to read understandingly. If they get information from the perusal of books they will generally be fond of reading, but not always. There must be an acquired love of knowledge; the innate love of it, that exists to some extent in all, is not sufficient; it needs guiding and controlling.

A library in a district school is of great utility, for it enables the teacher, if he inspires his pupils with a love of knowledge, to gratify that desire to some extent, by furnishing them with books to read.

The legislative provision, that gives to districts the right of taxing themselves with a small sum for the purchase of a library, is, I think, judicious, and will no doubt be of great advantage to the youth in this Commonwealth. I am happy to be able to add, that a Library of interesting books for District Schools is now preparing, under the supervision of the Board of Education.

From the Massachusetts Teacher for June, 1848.

HOW TO TEACH AND LEARN GEOGRAPHY—PRIZE ESSAY.

[The following Essay was written by a Female Teacher, and read at the Semi-Annual Meeting of the Essex County Teachers' Association, April 29, 1848.]

The attainments of scholars depend very much on the ability and habit of apprehending distinctly the ideas conveyed by the words they read and hear.

The mind of one is a picture gallery, where all seems a living reality; that of another is a garret, too dark to allow even its rubbish to be visible. Geography is a study valuable just in proportion as the pupil sketches in his own mind, correct, vivid, and permanent delineations of the objects described in the text book. A class, for instance, bring to the recitation the sentence, "Venice, at the head of the gulf of the same name, is built on seventy-two islands, joined together by 500 bridges, with canals for streets, and gondolas for carriages." The sentence falls with fluency from the lips of all; but upon the canvass of *one's* imagination, the city is located, the gulf is outspread, the isles are depicted, the bridges are thrown from isle to isle, and the light gondolas float on the canals whose waters wash the very base of the houses. When that pupil, some weeks after, learns that "Osaca is the Venice of Japan," these six short words convey to the mind a vivid description of that Asiatic city. Never after, till memory forsakes her seat, will the word Venice fail to bring to that scholar's thoughts a picture of this "city of a hundred isles." But another scholar, who repeated the same words just as glibly, pondered not the sense, pictured not the object, fixed no localities, and added not a single permanent idea to his scanty stock. He learned only the words, and they are to him a shell which he has either not the skill or the disposition to break, and which will soon escape his feeble grasp.

Again, a class learn the words, "The largest of the pyramids is 500 feet high, and covers eleven acres of ground." Among those pupils on whose tongues the sentence trips nimbly, what a difference should we observe if we could look into their minds. A few have in imagination measured both the height and the base. To them it towers, almost as if within their vision, to the very clouds. They measure out its eleven-acre base, and travel on foot around it. The massive heap has to them not merely a name, but a habitation—a presence on the earth and in the sky. Others of the class have no distinct outline of the structure. They hardly know whether its top equals that of the neighbouring spire, or its base that of the county jail, so familiar to their eyes. It is enough for them that they do not miss the answer, that they lose no credit-mark by an imperfect recitation, or have not the mortification of being sent to their seats to re-learn their lesson.

Again, a sentence in the lesson reads, "The Moors, Arabs, Berbers, Egyptians, Abyssinians, and Fellatas, belong mostly to the Caucasian race, while the inhabitants south of the Desert belong chiefly to the African race." One scholar, to learn it, repeats the sentence over and over, till the words of the question, "To what race do the people of Africa belong?" call up the words of the book. The other looks over the continent, surveys Morocco, Egypt, Abyssinia, and the other nations of Northern Africa, and gives to their inhabitants the speaking eye, the soft, long hair, the expressive features of the white man; while to the other inhabitants of Africa, he gives their own sooty colour, frizzled wool, thick lips, projected heels, receding foreheads, and dull intellects. The former may give the sentence more exactly as it stands in the book than the latter, but the last has that in the eye and tone which shows to the discriminating teacher that the pupil has looked through the words to the sense beyond.

Illustrations might be brought without number. Geography properly learned, from beginning to end, is but furnishing to the mind a splendid pano-

rama of the world we live in. Delightful to the young soul is it when thus studied. The rivers wind along their circuitous banks, down mountainous precipices, over pebbly beds, now clear, now muddy, here broad, there narrow. He sees the whole scene, Alps above Alps, the gentle swelling hill, the lofty peak, the snowy summit, the cloud-capped height. The desert and the forest, the rolling sand, the lofty pines, the groves and vines, all know their places in the picture. The pupil who, in studying geography, thus turns his conceptive faculties to their best use, is furnished with enduring materials of thought. Those who learn but words, must plod their weary way over a barren desert, scarcely relieved by any verdant oases. To the one, nature and art throw open their multifarious and boundless treasures. He sits by his own fireside and makes the tour of the world, as by the magnetic wire. He treads the distant hemisphere, and soars to eagle heights. To the other, the book of nature and of art is a sealed volume, of which no "Open Sesame" reveals the beauties, the wonders, the realities.

How shall scholars be led thus to study? It is not enough that they commit their lessons to memory, and draw maps; though neither of these things should be omitted. It is as much the duty and the privilege of the teacher to open the mental eye to the world we live in, as to unloose the tongue to the names of the objects and to the expression of facts. The teacher must have faithful and accurate delineations on his own inner landscape. Words must to *him* convey meaning distinct and graphic. His own imagination must be trained to fill up the scanty outlines of the text-book. He will never impart a gift he does not possess. If with *him* geography is but a list of well-remembered questions and answers, vainly will you look to see the mass of his pupils make it any thing else. If, when he draws a map, he looks not beyond the blackboard or drawing-paper, neither will his pupils. He should read graphic descriptions—he should give his own mind to the subject. He should in fancy climb mountains, descend craters, explore mines, ascend domes, fish on coral reefs, and dive for pearls. He should skate with the Russ—smoke with the Turk—try the wooden shoe of the French, and toil with his brother Swiss. This will make the unseen real, and his manner of speaking will convey impressions to his class that will insensibly carry them beyond the words.

There is much gained by asking what may be called questions of instruction at the time of recitation. For instance, suppose the pupil states that "Mount Washington, the highest peak of the White Mountains, is 6,234 feet above the level of the sea, we may ask, "Is it more or less than a mile?" "How many feet is such a hill (naming one in the vicinity) above the level of the sea?" We should never give out a question of this kind, unless we know the answer, or know where to find it. The teacher who, day after day, gives three such questions to a class in geography, will do much to rouse their minds to thought and detain them on the sense, both in the hour of silent duty and that of cheerful recitation.

It is a very profitable exercise for pupils who have sufficient improvement to write legibly, to give them, now and then, by way of review, several lessons of written questions, the answers to which may be scattered over what they have already studied, or can be found in books within their reach, or to which the teacher has furnished answers in connexion with previous recitations, or

the answers to which may be found by reflection. To cite a few from the manuscript of a teacher.

"Which contains the greater number of square miles, Massachusetts or Ceylon?"

"Which contains the greater population?"

"How do their climates differ?"

"Where was the garden of Eden located?"

"What evidence that it was on the Euphrates?"

"Wherein are the Persians like the French?"

"Wherein are they like the Turks?

"Wherein are they like the Germans?"

Another exercise which some teachers have found a valuable aid in carrying the minds of their pupils beyond the mere words, is a review by topics. Suppose, for instance, the class to have finished the lessons in the text-book on Europe, to have reviewed them by the book, and to have learned the set of questions just described. Each country may next be given out a topic, and the scholars may be required so to learn it as to be able to go to the outline map and recite it; not in the words of the book, but in an order designated by the teacher. Let them point out the physical, political, and civil features of the country. Suppose the topic to be France. The pupils goes to his outline map, bounds it entirely, points out its mountains, rivers, capes, and promontories; states its government and religion, its civilization and education, the employments, manners, habits, and character of its population, &c. &c.,—bringing all his general and statistical knowledge to the recitation. Many pupils, habituated to the exercise, thus digest, systematize, assimilate the previously learned, isolated facts, so as to double, at least, their value and interest.

The utility and desirableness of leading the pupils to take a realizing sense of what they learn, in this important and nearly universal branch of study, must be apparent to all who have ever thought of it. Let the teacher of this science realize the value of clear, distinct, and vivid conceptions, let him be sure to attain himself to such views; let his heart be set on seeing his scholars take correspondingly enlarged and lively views; and let him apply the imagination which God has given him to the invention of plans to effect the object, and he will surely be enabled to devise ways and means which will be more successful in *his* hands than any which can be suggested by another. His heart must go with his tongue. Thus our pupils will not only learn geography thoroughly, but their minds will be prepared to take realizing views in other branches of science. They will understand what they read. When they apply their minds to the great and all-important subject of religion, they will look at it definitely and clearly. They will be likely to take thorough and common-sense views. They will not be so liable as others to fanaticism or superstition. But they will be likely to take practical religion as well as theoretical to their hearts—to bless the world they live in by their deeds of Love.

L.

From Day & Thomson's Practical Arithmetic.

SUGGESTIONS ON THE MODE OF TEACHING ARITHMETIC.

I.—QUALIFICATIONS.

The chief qualifications requisite in teaching Arithmetic, as well as other branches, are the following :—

1. A thorough knowledge of the subject.
2. A love for the employment.
3. An aptitude to teach. These are *indispensable to success.*

II.—CLASSIFICATION.

Arithmetic, as well as Reading, Grammar, &c., should be taught in *Classes.*

1. This method saves much time, and thus enables the Teacher to devote more attention to *Oral Illustrations.*

2. The action of mind upon mind, is a *powerful stimulant* to exertion, and cannot fail to create a *zest* for the study.

3. The mode of analyzing and reasoning of one scholar, will often *suggest new ideas* to the others in the class.

4. In the classification, those should be put together who possess as nearly equal capacities and attainments as possible. If any of the class learn quicker than others, they should be allowed to take up an extra study, or be furnished with additional examples to solve, so that the whole class may advance together.

5. The number in a class, if practicable, should not be less than six, nor over twelve or fifteen. If the number is less, the recitation is apt to be deficient in animation ; if greater, the turn to recite does not come round sufficiently often to keep up the interest.

III.—APPARATUS.

The *Black-board* and *Numerical Frame* are as indispensable to the Teacher, as tables and cutlery are to the house-keeper. Not a Recitation passes without use for the Black-board. If a principle is to be demonstrated or an operation explained, it should be done upon the *Black-board*, so that all may see and understand it at once.

To illustrate the increase of numbers, the process of adding, substracting, multiplying, dividing, &c., the *Numerical Frame* furnishes one of the most simple and convenient methods ever invented.*

IV.—RECITATIONS.

1. The *first* object in a Recitation, is to secure the *attention* of the Class.

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* Every one who cyphers, will of course have a slate. Indeed, it is desirable that every scholar in school, even to the very youngest, should be furnished with a small slate, so that when the little fellows have learned their lessons, they may busy themselves in writing and drawing various familiar objects. *Idleness* in school is the parent of *mischief*, and *employment* is the best antidote against *disobedience.*
Geometrical diagrams and *solids* are also highly useful in illustrating many points in arithmetic, and no school should be without them.

This is done chiefly by throwing *life* and *variety* into the exercise. Children loathe dullness, while animation and variety are their delight.

2. The Teacher should not be too much confined to his Text-book, nor depend upon it wholly for illustrations.

3. Every Example should be *analyzed;* the "why and wherefore" of every step in the solution should be required, till each member of the class becomes perfectly familiar with the process of reasoning and analysis.

4. To ascertain whether each Pupil has the right answer to all the Examples, it is an excellent method to name a question, then call upon some one to give the answer, and before deciding whether it is right or wrong, ask how many in the class agree with it. The answer they give by raising their hand, will show at once how many are right. The explanation of the process may now be made.

Another method is to let the class exchange slates with each other, and when an answer is decided to be right or wrong, let every one mark it accordingly. After the slates are returned to their owners, each one will correct his errors.

V.—THOROUGHNESS.

The motto of every Teacher should be *Thoroughness.* Without it, the great ends of the study are *defeated.*

1. In securing this object, much advantage is derived from *frequent reviews.*

2. Not a recitation should pass without *practical exercises* upon the blackboard or slates, besides the lesson assigned.

3. After the class have solved the examples under a rule, each one should be required to give an *accurate account* of its principles with the *reason* for each step, either in his own language or that of the author.

4. *Mental Exercises* in Arithmetic, either by classes or the whole school together, are *exceedingly useful* in making ready and accurate arithmeticians, and should be *frequently* practised.

VI.—SELF-RELIANCE.

The *habit* of *Self-reliance* in study, is confessedly *invaluable.* Its power is proverbial; I had almost said, *omnipotent.* "Where there is a *will,* there is a *way.*"

1. To acquire this habit, the pupil, like a child learning to walk, must be taught to *depend upon himself.* Hence,

2. When assistance in solving an example is required, it should be given *indirectly;* not by taking the slate and performing the example for him, but by explaining the *meaning* of the question, or illustrating the *principle* on which the operation depends, by supposing a more familiar case. Thus the pupil will be able to solve the question himself, and his eye will sparkle with the consciousness of victory.

3. He must learn to perform examples *independent* of the answer, without seeing or knowing what it is. Without this attainment, the pupil receives but little or no *discipline* from the study, and is *unfit* to be trusted with business calculations. What though he comes to the recitation with an occasional wrong answer; it were better to solve one question *understandingly* and *alone,*

than to copy a *score* of answers from the book. What would the study of mental arithmetic be worth, if the pupil had the answers before him? What is a young man good for in the *Counting-room* who has never learned to perform arithmetical operations alone, but is obliged to look to the *answer* to know what figure to place in the quotient, or what number to place for the third term in proportion, as is too often the case in school ciphering?

From the Connecticut School Manual.

PLEASURES OF SCHOOL TEACHING.

The communication in the Manual upon the *Sorrows of School Keeping*, it seemed to me, did not tell the whole truth, only one side of the truth, and that, too, not the most desirable to have told. It is lamentable that teachers, who are engaged in a work necessarily attended with much perplexity and trial of patience, should be subjected to so many evils which are not necessary. Green wood housed in the ditch, broken windows, tardy scholars, and officious parents, are *needless* anoyances, and should be speedily removed. And being removed, I doubt whether the business of the teacher is any more *sorrowful* than any other employment or profession. With a convenient school-house, and scholars well supplied with books, I find more *pleasures* than *sorrows*, in teaching. There is, first, the pleasure of being engaged in a useful and noble work. No matter what public opinion says of teaching, it is, in itself, an employment as honourable as any other. Look at the common lawyer; forever meddling with other people's business,—looking into their little, foolish quarrels; blackening or whitewashing, as the case may be, some good-for-nothing character; familiar, for the most part, with the vices, cheatings, duplicity, and all manner of meannesses of mankind; and one would suppose, not without a fair share of perplexities, and annoyances;—is his profession altogether blessed? Is it most improving to his mind or heart?

Or the physician, working over the bodily bruises, sores, contagions and all manner of ills to which *flesh* is heir; riding, if not "*boarding*, round;" called up every dark and stormy night to leave wife and home, to attend the pressing calls of disease, which a bad night never fails to produce:—is his *calling* so very desirable? Is he free from anxieties, cares, troubles and all sorrows? Or shall the clergyman, with a half a dozen snarling parishioners finding fault with his orthodoxy, or with his stupid mesmerizing sermons, or with his partiality in visiting the people, or prying into his family to detect some deficiency, —shall be pronounced the happiest of men?

True all these men are about a useful and respectable work; but no more so than the teacher. What is a professor in college but a teacher? And his station commands the best talents; men leave other honourable professions to be teachers of students. Yet a college teacher does not do as much to form character,—the mental and moral habits of the young, as the teacher of a district school. He is with his class only one or two hours a day, scarcely knows their names, rarely passes a social five minutes with one of them, and cannot exert the influence upon character which the common teacher, who is with his scholars constantly, must have. Nor is the hearer of lessons recited in Latin and Greek and the higher mathematics, more improving to himself,

than hearing the lessons of the school is to the public teacher. *Opinion* places teaching in college in a higher rank, and gives it a steadier home and better pay. But whether it is more useful or honourable depends, not upon the station or kind of teaching, but upon the teacher.

There is, again, the pleasure, of watching the growth and developement of mind. The district school teacher, above all others, has this happiness. Minds of all kinds and peculiarities are under his training, and at a time when their expansion is so rapid that it can be seen. There is pleasure in seeing the opening bud of the flower, and the amateur gardener is in raptures every morning as he visits his "vegetable children." It is one of the purest joys of life to watch the growth of whatever nature, through our agency, is forming and maturing. The teacher of children and youth has this joy. Under his training, one faculty after another of the young mind, is shooting up, and giving promise of what it is soon to become. In every child there are all the susceptibilities and faculties of a Newton, a Napoleon, or a Paul; and the teacher is watching to see in how many, or in what favoured one, these may exist in as great a degree. Half the distinguished men of our state and nation once sat, children, in the district school. And many of them enjoyed no advantage of instruction beyond this school. Probably four-fifths of all who will make themselves felt upon this world, in thirty or forty years hence, are now in these humble temples of learning; and the character and extent of their influence are every day being affected by the teacher. In all this there is a subject of pleasing reflection. How many men have blessed—and some have cursed, their early teachers! The teacher is conscious that he can turn those young faculties and susceptibilities into almost any channel; it is his express work to mould them into the noblest forms of manhood. And daily he can see them assume shape and permanence under his moulding hand.

To the teacher belongs the pleasure of *invention*. He can continually try new methods of teaching; see what manner of conducting recitation is best calculated to impress and discipline mind. He can experiment upon dull heads and upon bright ones. And one deeply interested in teaching, will continually be devising news ways of cultivating the temper, disposition, and whole character of his pupils. He finds this improving to himself, and profitable for the school.

On the whole, I cannot see why the business of teaching is not as full of pleasures as any other. Every calling has its cares and sorrows: even *doing nothing* is said to be a miserable business. Remove from teaching what need not and should not be incidental to it; give the teacher a home and a fair compensation, and he has no reason to complain above other men. One of the happiest men that I know is a school teacher, and has been for many years. He meets with more *truly* smiling countenances than the lawyer, physician, or minister. He improves himself as much as most men in other professions, and his usefulness is probably greater than it would be if he was in any other station. Let not teachers change their profession with the expectation of lessening their sorrows; but, if they love it, let them continue in it, and they will increase their pleasures.

SOLO.

From the Common School Journal.

ADDRESS TO PARENTS.

Extract from a Teacher's Address to the Parents of his Charge.

"Where your treasure is, there will your heart be also." Yes, parents, whatever be that treasure, whatever be the object, or the objects which you most prize, around that object your heart, your affections, your deepest interests will twine. The efforts of your hands will obey the dictates of your hearts, and no labour will be spared to render the object of your love still more valuable and still more worthy of your high appreciation.

Do you hold railroad or bank stock? How eagerly do you watch for the amount of the annual dividends! You frequently meet with your brother stockholders to examine the security of your investments, and to concert measures for the advancement of your individual and corporate interests. Are you a farmer? How often do you visit your labourers at their work, and how minutely do you inquire of them at night, respecting their labours during the day. The market prices of produce are carefully examined weekly, that you may not lose by fluctuations at the weekly sales. All this is right. But still more; you are a *Parent*, and in your children you have an investment whose value no finite powers of calculation can determine or compute. How often do you visit the school-room to witness the progress of your children as they are advancing in their preparation for the high and responsible stations of active life?

How often have you sought an interview with teachers to inquire after the conduct and progress of your children in school; to inquire whether they are obedient or refractory; whether they are industrious or idle; whether they are making progress commensurate with your wishes and the privileges which they enjoy; or whether they are spending their time in idleness or play?

I know full well that your excuse for not visiting the school is a "*want of time.*" But, parents, is this a valid excuse? Reflect for a moment. Is it true that the most precious treasure committed to your care is your children? Is it true that their characters, their happiness and usefulness in this life, and their happiness in a future state are to depend, in great measure, upon their education while young? Is it true that your children are soon, *very soon*, to become men and women? that they are to form a conspicuous part of society? that they are to dictate laws, habits and morals to future generations? Is it true that they are possessed of powers of mind, capable of indefinite expansion,—powers that may be made the means of illimitable usefulness or injury? Is it true that these minds are destined to an immortal duration? Is it true that these minds, now in embryo as it were, are entrusted to your care to be reared up and fitted for high and responsible stations in life, and, so far as your influence may go, for final felicity? Is it true that the *Common School* is the most effectual auxiliary in aiding you in this important enterprise and labour? To these queries, you give your entire assent. Is it true then, or, rather, ought it to be true, that *you find no time to visit the school?*

Parents and teachers ought to be one,—one in their interests, one in their feelings, one in their aims, one in their efforts. They ought to feel that they are labouring for the same great end.

Parents, will you, in future, try the experiment of visiting the school more frequently? If you find yourselves poorer for an occasional visit to the school-room; if you do not rather find yourselves richly rewarded by these visits, I will reimburse you fully for your time and trouble

C. H. NORMAL.

Springfield, Jan. 1848.

THE TRUE THEORY OF EDUCATION.

The true Theory of Education can only be developed by considering what the being is on whom it is designed to operate. Education is, according to its etymology, the leading out or unfolding of the human powers. It is obviously therefore a means for a certain purpose. To learn what that purpose is we must refer to experience, and we must investigate the capacities of the human being. These being ascertained, education is, in any particular case, an instrument for developing them. Now we know that man has not only physical and intellectual, but also moral and spiritual faculties, all of which education ought to take under its care. That education is incomplete which neglects any one of these faculties; and that education discharges its functions imperfectly which does not cultivate the faculties in such degree that their action may be well adjusted, and their general working harmonious. But if there appear to be any one of the faculties apart from whose influence the rest work indifferently or produce baneful results, and which is found when in healthful vigour to strengthen and control the whole nature, this power ought to receive the chief attention. The work, then, of education is to foster, strengthen, and raise the physical, intellectual, moral, and spiritual capabilities of man; but especially his moral and spiritual capacities, which alone can govern the others. Some important deductions flow from these principles. Education ought to be universal both in relation to each individual and the community at large; for it ought to be co-extensive with the capabilities on which it is intended to act. It is contrary to the constitution of man and to the designs of God for any one of our capacities to remain undeveloped. They err who neglect to educate the body, and they also err who neglect to educate the mind. These errors represent two different classes of men. A certain school of philosophy at least makes light of religious education; physical education also has been lamentably neglected by the teachers of religion. The latter error is now disappearing, but the former has been gaining ground; and this error is the more to be deplored because its consequences must be serious and lasting. If any one, certainly the religious faculty may be considered as the moving power of the human being. But for the peculiar political circumstances of England, any system of popular education which omitted direct religious culture would probably have been considered by thinking men as defective. The difficulties which stand in the way of an adjustment of conflicting claims may be numerous and great, and they may account for the diffusion of the mistake in question; but no difficulties can excuse, much less justify, a departure from the truth. Principles must be steadily asserted under adverse as well as favourable circumstances, and the result will at last prove far more satisfactory than anything which can ensue from expediency. Reli-

gion in education is all-important and indispensable, nor must the friends of a progressive civilization be deterred from proclaiming the fact by any apprehension that it may in some respects be turned to a bad account.

In truth a religious training is the only way of forming such a character as the trials and duties of life require both among the rich and the poor. The mere acquisition of knowledge, and even of habits of reflection, can do very little towards real happiness. What the people want is true wisdom and moral power, without which life is a scene of conflict and misery ; but wisdom and moral power are the peculiar gifts of religion.

Morality, therefore, should be taught in the schools in connexion with the sanctions of religion. Apart from religious sanctions morality may direct, but cannot control. Morality may enlighten and it may enjoin, but of itself it is powerless to govern ; it is preceptive, not impulsive, pointing out our path, but not urging us on to pursue it. Now it is power rather than knowledge that man wants ; and all genuine power for moral purposes has its source in religion. It may be well to remember that these distinctions of morality and religion are factitious and arbitrary ; they are not recognised in the Christian revelation. Religion includes morality, or rather, is morality as well as religion, comprising in itself whatever is necessary for man to know, do, and be, whether in this state or the next, in order to fulfil the Divine will, to perfect his character, and work out his highest good. Consequently, he that is well trained in the knowledge and practice of the Christian religion has received both a moral and religious education, and is fitly prepared for the duties of life.—*Schools, by Rev. Dr. Baird.*

From Dr. Ryerson's Report on a System of Public Elementary Instruction for Upper Canada, pp. 180-183.

BASIS OF THE COMPULSORY SYSTEM OF EDUCATION IN PRUSSIA, SAXONY, AND SWITZERLAND.

The subjects of popular education are the younger, and the immediate and necessary agents of it are the elder, inhabitants of the country ; and if the latter are indifferent and unfaithful to their duty, the former will grow up in ignorance, notwithstanding the provisions of the best laws, and the best exertions of the Government. One of the first steps then in a public work of this kind—a work which involves the interest of every family, and the future destinies of the country—*is to excite parents and guardians to a sense of their moral and social obligations* not only in respect to the establishment of schools, but as to the character and efficiency of those schools, and the due education of their children for the present and the future—for themselves, and their country.

These remarks suggest a collateral subject to which I desire to draw attention—*not with a view of recommending its adoption, but in order to impress upon all concerned the principle which it involves.* I allude to the compulsory attendance of children at school, as required by the laws of Prussia and several other States of Europe. The prevalent impression is, that such a law is arbitrary—despotic—inconsistent with the rights of parents and the liberties of

the subject. But what is the principle on which this law is founded? The principle is this, that every child in the land has a right to such an education as will fit him to be an honest and useful member of community,—that if the parent or guardian *cannot* provide him with such an education, the *State is bound* to do so,—and that if the parent *will* not do so, the State *will* protect the *child* against such a parent's cupidity and inhumanity, and the State will protect the community at large against any parent (if the term can be applied to such a character,) sending forth into it, an uneducated savage, an idle vagabond, or an unprincipled thief.

The parent or guardian is not isolated from all around him,—without social relations or obligations. He owes duties to his child,—he owes duties to society. In neglecting to educate, he wrongs his child,—dooms him to ignorance, if not to vice,—to a condition little above that which is occupied by horses and oxen; he also wrongs society by robbing it of an intelligent and useful member, and by inflicting upon it an ignorant and vicious barbarian.

To commit this two-fold wrong is a crime of the blackest character, whether cognizable by human laws or not; to protect childhood and manhood and society from such wrongs, is the object of the Prussian law, which requires the attendance of every child from the age of six to fourteen years, at some school *—public or private as the parent may perfer*; and if the parent is not able to pay for the education of his child, the State provides for it. The law therefore protects the weak and the defenceless against the strong and the selfish: it is founded on the purest morality and the noblest patriotism; *and although I do not advocate the incorporation of it into a Statute in this country, I believe it to be the duty of every parent to act in accordance with its spirit.* With what a noble race would Canada be peopled forty years hence, if every child from this time henceforth should receive eight years instruction in the practical arts and duties of life on Christian principles!

But it is erroneous to suppose that the Prussian law on this subject is an appendage of despotism. It exists in the democratic Cantons of Republican Switzerland, in a more elevated degree than it does in Prussia. A. G. Escher, Esq., manufacturer at Zurich, whose testimony has been quoted in a former part of this Report, gives the following evidence on this point, before the Privy Council Committee on Education. In answer to the question, "In the Free Cantons of Switzerland, is the education national and compulsory?"—Mr. Escher says: "In the Protestant Cantons it is entirely so. No child can be employed in any *manufactory* until he has passed through the Primary Schools; and he is further under the obligation of attending the Secondary Schools until his sixteenth or seventeeth year. And under all circumstances, and for every employment, it is obligatory on parents to send their children to the Public Schools until they are absolved from the obligation by an examination as to the efficiency of their education." In these Cantons the opinion of the people is, in the larger sense, the law of the land, yet so enlightened and so strong is that opinion, that it enacts laws, enforced by severe penalties, securing to every child such an education as is suitable to his intended employment in life.

The same elevated public opinion exists and operates in the free States of Germany, as well as in despotic Prussia. On this point I will quote the testimony of an intelligent American—late President of the Senate of the State

of Massachusetts, and at present Secretary of the Board of Education at Boston—a man who has done much to advance the interests of education in his native State, and to whom I have had frequent occasion to refer. Mr. Mann says:—"A very erroneous idea prevails with us, that this enforcement of school attendance is the prerogative of despotism alone. I believe it is generally supposed here, that such compulsion is not merely incompatible with, but impossible in, a free and elective government. This is a great error. With the exception of Austria, (including Bohemia,) and Prussia, almost all the other States of Germany have now constitutional Governments. Many of them have an Upper and Lower House of Assembly, like our Senate and House of Representatives. Whoever will attend the Parliament of Saxony, for instance, will witness as great freedom of debate as in any country in the world; and no law can be passed but by a majority of the Representatives chosen by the people themselves. In the first school I visited, in Saxony, a lesson 'On Government,' in which all the great privileges secured to the Saxon people by their Constitution were enumerated; and both teacher and pupils contrasted their present free condition with that of some other countries, as well as with that of their own ancestors, in a spirit of congratulation and triumph. The elective franchise in this and in several of the other States of Germany, is more generally enjoyed, that is, the restrictions upon it are less than in some of the States of our own Union. And yet in Saxony, years after the existence of this Constitution, and when no law could be passed without the assent of the people's Representatives, in Parliament assembled, a general code of school laws was enacted, rigorously enforcing, by fines and penalties, the attendance of children at school."

OBJECT OF EDUCATION.

Education can have no higher object than the creation of happiness by means of the formation of character. This is the great object of the Deity himself; and even if the power which education gives is regarded as an instrument, as a means to some outward result, still the mental and moral culture is a good in itself. It is important therefore that the purposes of education should be kept in their proper rank. That which is secondary must not, however good, be thrust into the first place; and above all, that must not be altogether lost sight of, which in reality is in itself a most important result, if not the great end of education. The formation of character, then, to make (so to speak) true men and women, beings with their faculties complete, and, in consequence, with all their internal sources of happiness entire, full, and active—this should be an object carefully studied and diligently pursued. But here even superior minds halt behind the truth, making the chief object of education some extrinsic result—such as, in the case of males, fitness for the duties of their station in life; in the case of females, such as may prepare them to be pleasing wives and useful mothers—aims excellent in themselves, but scarcely entitled to hold the first rank, if for no other reason than this, that an outward accomplishment does not of necessity imply such an inward culture as will ensure health and vigour of character, and that durable and growing happiness which attends on genuine personal excellence.—*Schools, by Rev. Dr. Baird.*

THE STATE SHOULD PROVIDE FOR THE EDUCATION OF TEACHERS.

If we expect improvements in agriculture, we must look to agriculturists for them; in mechanism to mechanics; in medicine, to physicians; and we must look to teachers for improvements in our schools. A teacher can make a district whatever he choses, if he is well qualified and has the right spirit. The State has done much for colleges, and it is well she has, for every well educated man is a blessing to the community. But professional men act principally on mature mind; the teacher operates upon the mind of children and youth, in its most plastic state, and when easily moulded. Teachers, therefore, do as much for the state as professional men. Teachers should have the means for obtaining a necessary education at a moderate expense; the State should provide a seminary for the accommodation of one hundred and fifty or two hundred teachers, furnished with the best illustrations, and instructors qualified to deliver lectures on the subject of teaching and the laws of mind, and that the system of instruction be so arranged that in one term the course would be complete. Teachers' wages are so low that they cannot afford to educate themselves. The State cannot do an act better calculated to do good, than to provide for their thorough education. Teaching is not the effect of inspiration alone, and teachers do not drop down from the skies, nor are they made by nature more than any other men. We will not employ a physician without an education; but a committee will employ a teacher who knocks at his door, without enquiring into his education, moral character, and habits, and the parents will commit their children to his care, to have their minds and characters formed. It needs the most skilful person to take the young mind and develope its faculties, and to fit it for the high and noble employment for which God has designed it.—*Rev. M. Richardson, of Durham, Conn.*

GOOD REGULATIONS FOR THE PUPILS OF A SCHOOL.

From Mr. Thayer's Lecture before the American Institute of Instruction.

The most common fault in deportment, or neglect of the courtesies of life among school children, consist in the indulgence of boisterousness, uncleanliness, rudeness of speech, disrespectful tones; and, indirectly, lack of order in relation to clothes, caps, books, &c., carelessness in regard to the property of others, or thoughtlessly meddling with others' affairs.

Among the regulations of a school of long standing, in one of our large cities, we find the following requisitions, which, with some exceptions, are connected with our subject; and reference to which I have thought would lead us to the consideration of those details, most profitable to the practical teacher and conductor of a school.

"Boys are required to scrape their feet on the scraper, and to wipe them on every mat they pass over, on their way to the school room; to hang their caps, hats, overcoats, &c., on the hooks appropriated to them, respectively, by loops prepared for the purpose; to bow gracefully and respectfully, on entering and leaving the school-room, if the teacher be present; to take their places immediately on entering; to make no unnecessary noise within the walls of the

building, at any hour whatever; to keep their persons, clothes, and shoes clean; to carry and bring their books in a satchel; to quit the neighbourhood of the school, in a quiet and orderly manner, immediately on being dismissed; to present a pen by the feather end, a knife by its haft, a book by the right side upward to be read by the person receiving it; to bow on presenting or receiving anything; to *stand*, while speaking to a teacher; to keep all books clean, and the contents of desks neatly arranged; to deposit in their places all slates, pencils, &c., before leaving school; to pick up all hats, caps, coats, books, &c., found on the floor, and put them in their appropriate places; to be accountable for the condition of the floor nearest their own desks or seats; to be particularly quiet and diligent, whenever the teacher is called out of the room; and to promote, as far as possible, the happiness, welfare, and improvement of others."

Under the head of "Prohibitions," are the following items, which it may be useful, in this connexion to introduce.

"No boy is to throw pens, paper, or anything whatever, on the floor, or out at a door or window; to spit on the floor; to mark, cut, scratch, chalk, or otherwise disfigure, injure, or defile, any portion of the school-house, or any thing connected with it; to meddle with the contents of another's desk, or unnecessarily to open and shut his own; to use a knife in school without permission; to quit the school-room at any time without leave; to pass noisily, or upon the run through the school-room or entry; to play *paw-paw, any where*, or at any game in the school-house; to retain marbles won in play; to whittle about the school-house; to use any profane or indelicate language; to nick-name any person; to indulge in eating and drinking in school; to waste school-hours by unnecessary talking, laughing, playing, idling, standing up, gazing around, teasing, or otherwise calling off the attention of others; to throw stones, snow-balls, and other missiles, about the streets; to strike, push, kick, or otherwise annoy his associates or others;—in fine, to do anything that the *law of love* forbids; that law which requires us to do to others as we should *think it right* that they should do to us."

INFLUENCE OF A CLEAN SCHOOL-HOUSE.

A neat, clean, fresh-aired, sweet, cheerful, well-arranged, and well-situated house, exercises a moral as well as a physical influence over its inmates, and makes the members of a family peaceable and considerate of the feelings and happiness of each other; the connexion is obvious between the state of mind thus produced, and habits of respect for others and for those higher duties and obligations which no laws can enforce. On the contrary, a filthy, squalid, noxious dwelling, rendered still more wretched by its noisome site, and in which none of the decencies of life can be obtained, contributes to make its unfortunate inhabitants selfish, sensual, and regardless of the feelings of each other; the constant indulgence of such passions render them reckless and brutal; and the transition is natural to propensities and habits incompatible with a respect for the property of others, or for the laws.—*Com. School Jour.*

MARKS OF A BAD SCHOLAR.

From Abbott's Teacher.

At the time when she should be ready to take her seat at school, she commences preparation for leaving home. To the extreme annoyance of those about her, all is now hurry and bustle, and ill-humour. Thorough search is to be made for every book or paper, for which she has occasion ; some are found in one place, some in another, and others are forgotten altogether. Being finally equipped, she casts her eye at the clock, hopes to be in tolerable good season, (notwithstanding that the hour for opening the school has already arrived) and sets out in the most violent hurry.

After so much haste, she is unfitted for attending properly to the duties of the school, until a considerable time after her arrival. If present at the devotional exercises, she finds it difficult to command her attention, even when desirous of so doing, and her deportment at this hour, is accordingly marked with an unbecoming listlessness and abstraction.

When called to recitations, she recollects that some task was assigned, which till that moment, she had forgotten ; of others she had mistaken the extent, most commonly thinking them to be shorter than her companions suppose. In her answers to questions with which she should be familiar, she always manifests more or less of hesitation, and what she ventures to express, is very commonly in the form of a question. In these, as in all exercises, there is an inattention to general instructions. Unless what is said be addressed particularly to herself, her eyes are directed towards another part of the room ; it may be, her thoughts are employed about something not at all connected with the school. If reproved by her teacher for negligence in any respects, she is generally provided with an abundance of excuses, and however mild the reproof, she receives it as a piece of extreme severity.

Throughout her whole deportment there is an air of indolence, and a want of interest in those exercises which should engage her attention. In her seat, she most commonly sits in some lazy posture—either with her elbows upon her desk, her head leaning upon her hands, or with her seat tipt forwards or backwards. When she has occasion to leave her seat, it is a sauntering, lingering gait, perhaps some trick is contrived on the way, for exciting the mirth of her companions.

About every thing in which it is possible to be so, she is untidy. Her books are carelessly used, and placed in her desk without order. If she has a piece of waste paper to dispose of, she finds it much more convenient to tear it into small pieces, and scatter it about her desk, than to put in a proper place. Her hands and clothes are usually covered with ink. Her written exercises are blotted, and full of mistakes.

A Teacher should be patient.—Almost every child has some trait which tries the temper of the teacher. He is stubborn or forgetful, idle or hasty ; these are great faults, but that of the teacher who loses his temper, is greater. Patience is a virtue which is especially demanded in the work of instruction ; but for this reason, above others, that all impatience on the teacher's part disturbs in a high degree the process of communicating moral truth.—*School Manual.*

MISCELLANEOUS.

Cicero on Books.—"Their study is the nourishment of the mind of youth, and the delight of that of old age. It is the ornament of prosperity, the solace and the refuge of adversity. Book studies are delectable at home, and not burthensome abroad; they gladden us at night, and on our journeys, and in the country." And D'Israeli says, "Amidst all his public occupations and private studies, either of them sufficient to have immortalized one man, we read with astonishment in the Familiar Epistles, of the minute attention he paid to the formation of his library and cabinet." And when sending his small collection (small, relatively, we mean) to any one of his several villas, he calls it "infusing a soul into the body of his house."

Stimulus to Education in China.—It is a remarkable fact, that there exists in China probably greater inducements, and higher prizes, for the successful exertions of her people in their native literature, than in any other part of the world; and the result is, that education is eagerly embraced by all who are not too poor to be enabled to afford the necessary time and expense. The theory of the Chinese Government professes to promote to the offices of state only such natives as shall have obtained a literary degree; and Government Commissioners are periodically sent round the country, to conduct the literary examinations in the several provinces, and to award the degrees. And though China is still groaning under the yoke of a foreign dynasty—the Mantchow Tartars—even the most disappointed of the native scholars allow, that, under this foreign government, literature is the usual road to rewards and honours; for though many high offices in China are given to the Mantchow Tartars, by far the greater part of the offices of the state are filled by Chinese scholars.—*Rev. G. Smith.*

Free Schools.—"It is, on all hands, acknowledged that the best hope of genuine patriotism is the complete instruction of the *whole population;* and that the best securities of wise, virtuous, and paternal governments, are the cultivated faculties of the people, enabling them to discriminate between law and oppression, liberty and anarchy, protection and despotism; and, from the condition of mankind in other times and countries, to draw comparisons favorable to the happy condition of their own, while it should never be forgotten that a cultivated mind finds that resource in books and in intellectual pursuits, which constitutes the best security of public and private morals."—*Blair's Universal Preceptor.*

Profane Swearing.—The detestable practice of profane swearing is motiveless and gratuitous wickedness. It is a vice which neither gives any property to the poor man, nor any luxury to the vile one. It degrades even the clown to a lower state of vulgarity; and it would render the presence of even the most polished gentleman offensive and disgusting, if it were ever possible for a *gentleman* to be guilty of it.—*Hon. Horace Mann.*

When thou dost tell another's jests, therein
Omit the oaths, which true wit cannot need:
Pick out of tales the mirth, but not the sin:
He pares his apples who will clearly feed.

Power of Kindness.—No man has ever measured it, for it is boundless; no man ever seen its death, for it is eternal. In all ages of the world, in every clime, among every kind, it hath shone out a beautiful star, a beaming glory.

Development of a Bad Education.—Better fling a blazing torch into your neighbour's house, that mutter inuendos against his credit. If it concerns you, inquire into it; and when you have discovered a fact, whether it be for or against him, out with it, for the truth can do no harm. If it does not concern you, leave it to those it does. To repeat a mere surmise, is, in most cases, to take part in the manufacture of a lie, for the gossiping weakness that prompts the repetition, craves, and can seldom deny itself, the

gratification of adding some little to its strength; and though the first inkling may have been born of a fact, the chances are a thousand to one against the final assertion, rumour-built and folly-fastened as it is, bearing any decent resemblance to the truth. — *Chambers' Journal.*

Remembrance.—In some instances, to recollect the instructions of a former period will be to recollect too the excellence, the affection, and the death of the person who gave them, Amidst the sadness of such a remembrance, it will be a consolation that they are not entirely lost to us. W.se monitions, when they return on us with this melancholy charm, have more pathetic cogency than when they were first uttered by the voice of a living friend who is now silent. It will be an interesting occupation of the pensive hour, to recount the advantages which we have received from beings who have left the world, and to reinforce our virtues from the dust of those who first taught them.—*Foster's Essays.*

Sign of Vanity.—Scarcely have I ever heard or read the introductory phrase—"I may say without vanity," but some striking and characteristic instance of vanity has immediately followed it.—*Franklin.*

Memory.—Without memory the judgment must be unemployed and ignorance must be the consequence. Pliny says it is one of the finest gifts of nature. Although there is something chilling in that sad, inevitable word, the past—although in looking through the thronged rolls of history and reading of all the dead passions, the fruitless anxieties, the vain unproductive yearnings of beings that were once as full of thrill life and feeling as ourselves, and now are nothing, we gain but the cold moral of our own littleness—still the very indistinctness of the distance softens and beautifies the objects of a former epoch that we thus look back upon; and in the far retrospect of the day gone by, a thousand bright and glistening spots stand out and catch the last most brilliant rays of a sun that has long set to the multitude of smaller things around them.—*Anonymous.*

Industry is the grand antagonist of crime as well as poverty. It is the salt which preserves from moral corruption. Were industry duly and universally inculcated in youth, and enlightened, encouraged, and honoured, we should have much less need of jails, and poor houses, and we opine of lawyers, than we have now—three items of expenses that consume much of our substance. The late Bishop Asbury, having, in one of his sermons, offered a bitter reproof to those who neglect the duty to their children, of bringing them up with moral and industrious habits, suddenly paused and said, "but you will say this is hard! Alas!" added he, letting his voice fall to a low and soft key, "it is harder to be damned!" And temporally speaking, it is harder to see them in the jail or poor house, or vagabonds at large.—*Anonymous.*

Talent and Genius.—Talent shows me what another man can do; genius acquaints me with the spacious circuits of the common nature. One is carpentry; the other is growth. To make a step into the world of thought is now given to but few men; to make a second step beyond a first, only one in a country can do it; but to carry the thought on to three steps marks a great teacher. Aladdin's palace, with its one unfinished window, which all the gems in the royal treasury cannot finish in the style of the meanest of the profusion of jewelled windows that were built by the genii in the night, is but too true an image of the effort of talent to add one verse to the copious text which inspiration writes by one or other scribe from age to age.—*The Dial, U. S.*

Truth.—A parent may leave an estate to his son, but how soon may it be mortgaged! He may leave him money, but how soon may it be squandered. Better leave him a sound constitution, habits of industry, an unblemished reputation, a good education, and an inward abhorrence of vice in any shape or form; these cannot be wrested from him, and are better than thousands of gold and silver.

EDITORIAL DEPARTMENT.

REPORT OF THE SUPERINTENDENT OF EDUCATION FOR LOWER CANADA, FOR THE SCHOLASTIC YEAR 1846–7. *Printed by Order of the Legislative Assembly*, 1848, *pp.* 178.

This elaborate Report, for a duplicate copy of which (English and French) we beg to thank the Author, Dr. Meilleur, was laid before the Legislative Assembly in March last. It contains a discussion of the various proposed systems of Educational Law for Lower Canada, exhibits the character of the opposition to the existing School Law, and presents a tabular view of the state of the Common Schools for the last six months of 1846, and the first six months of 1847. The contents of this document are as follows :—Letter to Provincial Secretary, page 3 ; Introduction to the Report, page 5 ; Report, page 6 : Principles of the present School Law, page 8 ; General Observations, page 18 ; Summary of the motives for retaining the Law, page 41 ; Defects of the Law, page 42 ; Different systems of Education proposed, page 43 ; Examination of the Systems proposed, page 45 ; Amendments proposed to be made to the Law, page 74 ; Remarks on the proposed Amendments, page 84 ; Other subjects of legislation touching Public Instruction, page 91 ; Statistical Tables and Remarks upon them, page 98 ; Circular No. 9, page 138 ; Forms, page 167 ; Circular No. 10, page 172 ; Circular No. 11, page 174.

It will thus be seen that the topics of this document are various, and that only a small part of it is devoted to the statement and exposition of the last year's School operations. From the Statistical Tables it appears that there were in operation during the Scholastic School year 1846–7, 1,613 Schools ; that there were 63,281 Children in the Schools ; that the sum of £23,247 4s. 8d. had been expended out of the Legislative Grant for the Salaries of School Teachers ; and that £6,444 12s. 0d. had been appropriated to the building and repairs of School-houses. It appears that since 1842, 494 School-houses have been built or repaired, for which £17,983 14s. 3½d. have been expended out of the Legislative School Grant. No part of the School Grant for Upper Canada is allowed to be expended for the erection or repair of School-houses, or for the Salaries of the Provincial or District Superintendents ; but it is exclusively expended in payment of the Salaries of School Teachers.

We are not informed by these Tables, or in any part of this Report, of the whole number of Children of School age in the several Counties, or in Lower Canada at large ; nor of the amounts raised by local *Assessments* and *Rate-bills* ; nor of the length of time the Schools have been kept open by qualified Teachers ; nor of the classification of the pupils, and the subjects of study in which they are severally engaged. In the absence of these details, or of any

account of what is done in support of the Schools beyond the expenditure of the Legislative Grant for the Salaries of Teachers and the building and repairs of School-houses, no idea can be formed of the extent of Education, or of what the people are doing for its extension, in Lower Canada.

The population of Lower Canada is said to be larger than that of Upper Canada; of the annual Legislative grant of £50,000, £29,000 of it have been appropriated for the support of Common School Education in Lower Canada, and only £21,000 for the same purpose in Upper Canada. But the number of Schools reported in operation in Upper Canada in 1847 was 2,727; the number of children in the Schools was 124,829; the amount raised by the people by local voluntary taxation, in assessments and rate-bills (*in addition* to the Legislative grant, and in addition to the sums expended for the erection and repairs of School-houses) was £58,868 10s. 3d.; the number of School-houses was 2,537; the average time of keeping open the Schools throughout Upper Canada during the year, was 8½ months. We enter into no further details at present respecting the studies of pupils, the books used in the Schools, the comparative attendance of boys and girls, in Summer and Winter, &c. &c. &c. These will all appear in the Annual Report of the Chief Superintendent, in respect to every District and Township in Upper Canada. These few facts—the only points on which there are data in the School Report for Lower Canada to institute a comparison—may suffice to show that Upper Canada, upon the principles of equity, has hardly received its due share of the £50,000 School Grant.

Dr. Meilleur has made several allusions to Upper Canada, which are not quite correct in respect either to facts or the provisions of our School Law; but we do not think it worth while to advert to them more particularly. His Report contains abundant evidence of his intelligence, impartiality and candour, of his vigilant attention and patriotic devotion to the educational interests of his fellow countrymen, as well as of the formidable obstacles with which he has to contend on every side. The School Law in Lower Canada is different in various respects from that of Upper Canada. There are no local Superintendents there (which we think is a defect;) but Dr. Meilleur combines in himself the powers which are possessed by the Provincial and District Superintendents in Upper Canada, and directs the payment of the Legislative grant to each Teacher and local School corporation; the Governor, on the Superintendent's recommendation, can appoint School Commissioners in any Municipality where the people do not elect them, and those Commissioners have all the powers in School matters that are possessed by both our District Councils and Trustees. The Government likewise appoints the local Boards of School Examiners for the licensing of Teachers and the selection of School-books. These we regret to see, are *separate* Boards—Protestant and Roman Catholic.

We also regret to observe that the censorship of religious books is given to the Clergy. In Upper Canada, it is, where we think it ought to be, with the parents or guardians of children. The Superintendent there prescribes the forms and regulations for the Schools, and decides upon all disputed questions. The great principles and general provisions of the law Dr. Meilleur maintains to be good, and insists that its operations have been eminently successful and beneficial; while there are certain defects in its details which he specifies and desires to see remedied. We will not enter into any discussion or offer any general observations on the several topics of Dr. Meilleur's Report, but will conclude with a few extracts expressive of his views on the principal provisions of the law and the character of the opposition against it :—

Board of Examiners, Books, &c.

These Boards of Examiners are formed by the intervention of the Superintendent of Education, who is for this purpose the adviser and the organ of the Governor. The Superintendent furnishes the Boards with the seals and forms of certificates they require, and he is the official channel whereby publicity is given to the admission of Teachers, without subjecting the Boards of Examiners to one farthing of cost; the expenses incurred for this purpose being charged to the contingencies of his office.

Nevertheless, these Boards are, in their action, independent of the local and govermental authorities; and by the nature of their composition, and by that of the powers entrusted to them and of the duties imposed upon them by the Act, they afford a guarantee for a degree of integrity, uniformity and impartiality, in their proceedings, and of ability and moral character in the Teachers admitted, to which the systems of popular education in practice elsewhere offer nothing comparable.—(pp. 12-13,)

I ought not to forget here to mention, that the Boards of Examiners are of two separate and distinct kinds; that is to say, one of them is Catholic, for the admission of Catholic Teachers, and the other Protestant, for the admission of Protestant Teachers.

The Boards of Examiners have power to prescribe what books are to be used in the Schools which are under the control of the Law; and the School Commissioners being confined to one or other of the classes of Teachers mentioned in the 50th section, and having no power to allow any books not approved by the Boards of Examiners to be used in the Schools under their control, it follows that the course of instruction to be pursued in each Elementary or Model School, and the kind of books to be used therein, are designated by the Law; excepting always such books as relate to morality or religion, the selection of which is the exclusive province of the Priest or Minister of the locality, as regards the children of his own religious persuasion. This right, with that of being a School Visitor, which the Law confers upon him *de facto*, gives him in the School as in the Church, that control which he ought to exercise over the moral and religious instruction of the children of his persuasion. —(p. 15.)

Superintendent of Education.

I am, indeed, of opinion, that the Superintendent of Education ought not to be a political character, so that he may be able to devote himself entirely to the department entrusted to him. I have, therefore, made it a point always to conduct myself in such a manner as not to allow my attention to be drawn from my duties by any considerations foreign to the important object to the attainment whereof the law has charged me to contribute; and I have constantly endeavoured to do this with a view to the general good of all, without distinction of origin, party or religious belief. So that, according to my view of the subject, if the existing law is defective in its provisions relative to the Superintendent of Education, the defect consists only in the

omission of enactments which should confer on him greater powers, empowering him to interfere more directly and absolutely in the local working of the law, whenever the School Commissioners should neglect or refuse to perform the duties assigned to them.—(p. 16.)

It is not unimportant to remark in this place, that the salary of the Superintendent and all the contingent expenses of his office, are paid out of the public chest and not out of the legislative grant for education, as certain enemies of the Act have stated and published. Not one penny is taken out of the fund last named, the destination whereof is special and sacred. It is employed solely in aiding the people to give their children the instruction of which they stand in need.—(p. 17.)

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The present School Law and its Opponents.

In contending for the maintenance of the present Law and the conservation of its principles, I feel that I am performing a difficult—but an honourable task. It is difficult, because a number of persons have leagued together against this Law, and because, in certain localities, the inhabitants are violently opposed to it; but honourable, because I perform it from an honest and conscientious conviction, based upon observation and experience, and upon a mass of facts which no other person than myself has, by his position, the means of becoming so intimately acquainted with as I am. And the task of defending the principles of the present Law is honourable also, because, in defending them, I work earnestly for the success of the fairest cause in which the true friends of the prosperity and happiness of the country can now be engaged. I do not despair, therefore, of carrying with me, in this work, the best wishes not only of fathers of families and legislators, but also of every disinterested, independent, honest, and sensible man in the country. For who does not now feel how important it is not to turn the people aside from their course, not to make them lose (and for a long time perhaps) all confidence in every kind of Education Law, and not to revive in the hearts of those egotists who are ready to oppose everything, the irrational and cruel hope of seeing every system of public instruction annihilated.

Our efforts in the great work must be continued with ardor, and we must apply ourselves with new zeal to secure the success of those means which have been so generally successful in willing hands. As to those who bear no good will to the work and are determined to oppose everything, it is useless to endeavour to legislate to their tastes, unless we intend our legislation to be anomalous and monstrous, and to enact that henceforth nothing shall be done for the education of the people. Unless such were its character, no Education Law, though it should be sent down from heaven, would obtain their frank and sincere co-operation. For the rest, the present Law being generally known, liked and appreciated, and working generally well, changes in it which would please the inhabitants of certain localities would assuredly displease those who approve and support it, and would therefore constitute an act of exceptional legislation, for the purpose of the minority of the people of the country.—(pp. 19-20.)

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Compulsory Provision for Elementary Education.

Compulsory provision for the purpose of educating the children of the people, resembles the Criminal Law in this, that it in no way interferes with or concerns the well disposed. Compulsion for the purpose of elementary education is compulsion only upon those who are indifferent, apathetic, ill-disposed or opposed to popular education; for those who are well disposed and friendly to education are in no way constrained by this compulsion, since, according to the equitable provision which requires from those liable to contribution such sums only as are proportionate to their means, they pay less towards the amount required by law, than they so generally and laudably paid under the voluntary system. Now the number of such persons is great in this country, and to legislate for those who are thus opposed to them on the subject of the Common School Law, would be to legislate for a very small minority of the people.—(p. 34.)

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Policy of the Opponents of the Law.

If the present School Law were really bad, it would not require so much trouble,

so much running about, so much argument, so much speechifying, nor so much agitation, to prove it so. A thing really bad is soon found out and perceived to be so, the defects of its nature soon become apparent in some way or other. If the Law then were really bad, it might have been safely left to time and experience to prove it so. This would have been a sure and simple method to which sensible men, friendly to popular education, could have made no reasonable objection.

But the decriers of the School Law were not willing to leave the *habitans* to put it quietly to the proof. They banded themselves together against it, and there are no means which they have not artfully tried for the purpose of preventing it from working. It is clear then that they were afraid (and with good couse) of the effects of time and experience. In fact, the decriers of the Law, impatient for the attainment of their purpose, hastened to proclaim it unjust, tyrannical, and unpopular. They feared the result of the experiment which they knew would have the effect of undeceiving the people; and this has been precisely its effect in every place where these wandering and raving agitators have not made their appearance for the purpose of perverting the too credulous *habitans*, and of persuading them that the School Law was vicious, that it was their duty to oppose it by every means in their power.

We may therefore conclude that the present Law is only bad for those who have made it so, and that its working has been difficult, useless, or null, for those only who have wished it to be so, or who have been imbued with the pernicious doctrines of perverse and ambitious men, interested in leading them astray. For whenever the inhabitants, left to themselves, have acted with a good will and in good faith, the Law has been attended with happy results, under the favourable auspices of the members of the Clergy of every persuasion, and of the School Commissioners and other friends of education.—(p. 40.)

Working of the new School Act in the Town of Niagara.—A striking contrast is presented between the City of Toronto and the Town of Niagara in the support and prospects of the Common Schools. The corporate authorities of Niagara, instead of shutting up the schools to gratify wealthy or party selfishness, nobly provide for educating *all* the children in the Town, and animate the exertions of the teachers and pupils by opening the Town Hall for a public examination of them, and for the distribution of prizes to the most meritorious pupils of the several schools. What a different feeling would have been produced in the City of Toronto by a public school examination and exhibition of all the pupils of Common Schools of the City in the City Hall, from that of shutting up the schools and leaving the children to wander about in ignorance, idleness, and vice. It appears that there has been an increase of more than *eighty per cent.* in the attendance of pupils in the Town of Niagara since the present Act came into operation. We copy the following from the *Niagara Mail* of the 2nd instant; and it is delightful to see the authorities and inhabitants of that ancient Town evincing so lively an interest in the education of the mass of their youth:—

"On the 28th ultimo, the scholars attending the different Common Schools in Town were examined in the Town Hall, which, though large, was filled to overflowing with children and persons who took an interest in the scene. We regretted that imperative duties prevented our attendance. We understand the active

Town Superintendent, JOHN POWELL, Esq., announced that the increase of children attending the Common Schools, since the present School Act came in force, is 174 over last year. The following Prizes were awarded by the Trustees on the occasion :—

FOR GOOD CONDUCT.

To Joseph Steel, attending Mr. Shaw's school, 1 prize ; James Carnachan, under Mr. J. M. Dunn, 1 do ; Jane Chrichton, in Miss Eedson's school, 1 do ; Eliza Druce, in Mrs. Willson's school, 1 do ; John Kennedy, in Mr. Luoney's school, 1 do.

HISTORY, GRAMMAR, WRITING, READING, SPELLING, GEOGRAPHY, AND ARITHEMTIC.

Mr. Shaw's 1st Class.—Andrew Carnachan, 1st prize ; Jane Hutchinson, 2nd do ; Samuel Malcomson, 3rd do ; Robt. Christie, 4th do ; James Gash, 5th do.

2nd Class—Reading. Spelling. Writing, Grammar, Geography, and Arithmetic. —George Kay, 1st prize ; Sophia Brady, 2nd do ; William Christie, 3rd do ; Barbara Dunn, 4th do ; Jane Petley, 5th do.

3rd Class—Writing, Reading, Spelling, Arithmetic, and Grammar. — Thomas Howard, 1st prize ; Thomas Stevenson, 2nd do ; Elizabeth McBride, 3rd do ; Janet Carnachan, 4th do.

4th Class—Reading, Writing, Arithmetic, and Spelling, under the instruction of Mr. J. Dunn, Assistant.—James Newman, 1st prize ; John Painter, 2nd do.

5th Class—Reading, Spelling, and Writing, under Mr. J. M. Dunn.—Ann Hutton, 1st prize ; Jos. Beard, 2nd do ; Wm. Meneilly, 3rd do.

6th Class—Reading and Spelling, under Mr. J. M. Dunn.—Walter Turrill, 1st prize ; Hamilton Campbell, 2nd do ; Harlo Trumble, 3rd do.

The total number of pupils present, belonging to Messrs. Shaw and Dunn's school, were 193.

MRS. MARY WILSON'S SCHOOL.

1st Class—Reading, Spelling, Writing, and Arithmetic.—Elizabeth Leich, 1st prize : Jane Lavender, 2nd do ; Sarah Shark, 3rd do ; Margaret Lavender, 4th do.

2nd Class—Reading, Spelling, and Writing.—Mary Ann Gardener, 1st prize ; Sarah Roddy, 2nd do : Martha Kennedy, 3rd do ; Isabella Gash 4th do.

3rd Class—Reading, Spelling, and Writing.—Elizabeth Hawn, 1st prize ; Maria Kemsley, 2nd do.

4th Class—Reading and Spelling.—Fanny Leich, 1st prize ; Mary Ann Petley, 2nd do.

Total number of children belonging to Mrs. Wilson's school, 55.

MISS EEDSON'S SCHOOL.

1st Class—Grammar.—Prize to Miss Maria Finn.

2nd Class—Grammar —Rebecca Jolly, 1st prize ; Sarah Bishop, 2nd do.

1st Class—Arithmetic.—Prize to Salom Eedson.

2nd Class—Arthmetic.—Jane Andrews, 1st prize ; Susan Mandifold, 2nd do.

1st Class Geography.—Prize to Miss Agnes Kay.

2nd Class—Geography.—Prize to Susanna Fairfield.

1st Class—Reading.—Anna Langel, 1st prize ; Martha Chrichton, 2nd do.

The number of pupils belonging to the above school is 57.

CATHOLIC SCHOOL—MR. LUONEY.

1st Class—English Grammar, Reading, Writing, and Arithmetic.—Prize to Jas. McGain.

2nd Class—Reading.—John Sinnon, 1st prize ; John Murphy, 2nd do ; James Ryan, 3rd do.

3rd Class—Reading.—Philomene Kennedy, 1st prize ; Margaret McNally ; 2nd do ; Mary Ann Morley, 3rd do.

Writing.—David Lanagan, 1st prize ; John Kearns, 2nd do.

2nd Class—Arithmetic.—Susan Kennedy, 1st prize ; Mary McGuire, 2nd do ; Johanna Anderson, 3rd do. Number in attendance, 72.

We are informed the number of children examined on the occasion, was 377."

PROFANITY IN SCHOOL TEACHERS.—In the printed Forms and Regulations for the organization and government of Common Schools in Upper Canada, it is said,—in reference to giving certificates of qualification to candidates for School-teaching,—" No *profane* or *intemperate* person ought to be

employed in the instruction of youth." A local Superintendent in the neighbouring State of New-York having rejected candidates upon the ground of profaneness, it was made the subject of representation to higher authority; and the following is the very just and enlightened decision of the State Superintendent on the subject :—

Secretary of State's Office,
Albany, 21*st July*, 1848.

SIR,—You desire to know whether habitual profanity should be regarded a disqualification in persons presenting themselves as Candidates for School Teachers.

Among the qualifications required for a School Teacher, a good moral character is not the least important.—He may be a proficient scholar, and may possess undoubted ability to impart instruction with success, but if his instruction is immoral in its tendency it is worse than ignorance.

Profanity is not less a violation of morality than falsehood, drunkenness, or theft. It begets a recklessness of thought and action—a moral vacuum, where every vice may find a sure receptacle; and in tender youth, a person entrusted with their character, their prospects, and their usefulness, it should not and cannot be allowed.

Your refusal to grant certificates to Teachers who are addicted to habitual profanity is therefore in strict accordance with the rules of this Department, and meets my approbation.

Yours respectfully,
CHRISTOPHER MORGAN,
Sup't Common Schools.

Mr. C. D. KEATON, &c. &c.

EDUCATIONAL RELATIONS BETWEEN UPPER CANADA AND THE UNITED STATES.—We copy the following very candid and generous remarks, in answer to some remarks of our own, from *The District School Journal of the State of New-York* for the present month. We are happy to find, from so satisfactory authority, that we have been misinformed in respect to the employment of efficient British Teachers in the United States. It may have been the *qualifications* and not the *Country* of the British applicants that prevented their success. We hope our own Legislature will not be less liberal than that of our American neighbours, and that the nationalities of the two Countries will more and more link reciprocal courtesy and mutual respect and good-will with independent and emulating patriotism :—

The Journal of Education for Upper Canada in reply to our remarks upon the inhibitory provisions of the Provincial School Law, asks "whether we, or this government, would encourage or allow, the use of Foreign books in the Common Schools of the State of New-York, which reflected upon the Institutions and character of the American people? Would they patronize school books which contained paragraphs, lessons, and orations, denouncing the government of the United States as a tyranny, its people as tyrants or slaves, its Institutions as incompatible with human freedom? We are sure they would not. We are satisfied that the most enlightened educationists in the United States will say, that their Institutions do not require the support of this peculiarity in their school books, and the removal of it will be honorable to themselves, and terminate the objection to the use of their books in the schools of other countries."

We admit there is force in this objection to what is certainly an unnecessary feature in our text books. The former relations of the two countries have given rise to sentiments and feelings, which succeeding generations, it is hoped, will never learn by experience. The school books partook of the spirit which existed at the time of separation, and probably exerted no small influence in securing attachment to our Institutions. The reflections upon the laws of the mother country were but the natural language of a child whose maturity was

disputed and successfully demanded. The parent and the child have since acquiesced in the events of that period, and there is now no necessity for fostering a spirit so naturally engendered by the separation, yet so repugnant to a generous and honorable amity.

In this respect the character of our school books is changing rapidly. Every new accession brings a more liberal spirit, and will soon relieve our neighbours from these embarrassments.

We are pleased to learn that there is a prospect of engrafting District School Libraries upon the school system of Upper Canada, and that no objections will be urged against many of the admirable works which constitute the common School Libraries of this State and Massachusetts.

As to the employment of Teachers from the United States, the Superintendent says in his report. "that less evil arises from the employment of American Teachers than from the use of American school books." We do not see how a reciprocity of feeling and effort can exist until this inhibition is removed. We hope our respected cotemporary has been misinformed of "Canadian applicants having been rejected upon the ground of their being *British* subjects." We are confident this is not a general rule in New-York, where the highest aim of school officers, it is hoped, is to secure the *best* Teachers. The fact is, the proximity of this State to the Canadian Provinces should prevent all national jealousy, and encourage a generous emulation for improvement; and it affords us pleasure to observe that the good spirit of the *Journal of Education*, and the enlightened devotion of the Chief Superintendent of Common Schools to the interests of Education, evince no lack of determination to cultivate the most frendly intercourse with the Teachers of this State, by whom their courtesies will be cordially reciprocated.

ACKNOWLEDGMENTS—*To* 23rd *August, inclusive.*

Rem. from W. James, Esq., D. C., Rev. W. Pollard, Mr. J. McCaffray, Supt. London District, Supt. Home District, F. Hyde, Esq., Mr. D. McLean—Supt. Simcoe District, 2 rems. and subs. (many thanks), Rev. W. H. Poole, rem. and sub.

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