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FOR

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THE REVEREND EGERTON RYERSON, D. D.,

CHIEF SUPERINTENDENT OF EDUCATION,

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AN EDUCATIONAL MUSEUM FOR UPPER CANADA.

From the following correspondence, it will be seen that the intention of the Chief Superintendent of Schools, to procure, in Europe, suitable specimens for an Educational Museum for Upper Canada—in the highest sense of the term. The collection will not only include specimens of school apparatus, furniture and other requisites used in the European and American Schools and Universities, but it will also include one or two specimens of each of the most celebrated Ancient and Modern Schools of Painting, Sculpture, etc.

The contemplated arrangement for procuring apparatus to enable the Masters of Senior Grammar Schools, in connection with the Educational Department, to record Meteorological Observations, will also be a matter of much interest to the Province. The annual publication of the result of these observations, in the Chief Superintendent's Report, will assist scientific men in arriving at the solution of various physical phenomena as yet but partially understood and explained.

LETTER FROM THE CHIEF SUPERINTENDENT OF SCHOOLS, U. C., TO THE SECRETARY OF THE PROVINCE.

(Copy.) Paris, Nov. 20, 1855.

SIR,—I have the honor to communicate, for the information of His Excellency the Governor General, the results of my visit to Europe, down to the present time, and the course I propose to pursue for its further accomplishment.

2. During the last two years I have experienced occasional attacks in my head of an alarming character, accompanied with a good deal of pain, and followed by both physical and mental prostration. These attacks became more frequent and severe, and seized me almost invariably during or after long and late application to any particular subject. I was repeatedly cautioned by medical advisers against all such applications, and recommended to leave the office and travel, if it were only a week at a time. I found myself sensibly relieved of these attacks, and the painful feelings preceding and following them, during my tour, last autumn, or rather mission, to New Brunswick, and still more so during two subsequent journeys to Quebec. Under these circumstances, I made official application early last spring for permission to visit Europe—believing that a few months' travelling would fully re-establish my health, and that, during the season of the Universal Exhibition at Paris, I might render such a visit useful to the objects of my Department. His Excellency, in accordance with the recommendation of his advisers, having cordially granted my request, I left Canada the first week in July, and landed in England about the middle of the month. I am happy to say that I have not had one of those painful attacks for some months past; and I now feel as strong and able to work as I did ten years ago.

3. In connexion with my Department, I had a fourfold object in view during my tour. 1. To gain all the information possible as to the character and working of systems of public instruction, and the most important institutions of education in European countries at the present time. 2. To procure the philosophical instruments necessary for making the meteorological observations authorised by law, in the Senior County Grammar Schools of Upper Canada—the specimens of the only instruments which I had been able to obtain for that purpose, not having proved satisfactory. 3. To purchase specimens of all improved instruments or apparatus of instruction, which I might find at the Paris Exhibition or elsewhere. 4. To procure objects, books, &c., for the Educational Museum and Library, in accordance with the liberal intentions of the Legislature, in placing an annual sum at my disposal for that purpose.

4. After my arrival in London, I conferred with Captain (now Lieut.-Col.) Lefroy on the subject of procuring the philosophical instruments for the Grammar Schools. Col. Lefroy, so long and favorably known in Canada, with whom the provision

of the Grammar School Act in question originated, (and who had promised me at the time of its adoption to give the benefit of his experience and practical knowledge in giving it effect,) readily aided me by his counsels and advice. I found, on inquiry and the comparison of catalogues, that some of the instruments could be procured more cheaply in Paris, while it was more advisable to get others made in London. At length Messrs. Negretti & Zambra (the London manufacturers of philosophical instruments) agreed to furnish all the instruments required as low as they could be obtained in Paris, to mark the thermometers according to both the Centigrade and Fahrenheit systems, and to make them range as low as thirty-five degrees below zero; to test all the instruments before packing them, and to deliver them in New York, to a brother of Mr. Negretti, at their own risk—I only to pay the freight. I beg to append to this letter, marked A, the admirable memorandum with which Col. Lefroy kindly furnished me in London, on the subject of these instruments; and I am happy to be able to add that Professor Cherriman, who succeeded Col. Lefroy in the Observatory at Toronto, has cordially consented to afford me all the aid I may require in the preparation of the tables and instructions necessary to render the system of Meteorological observations adopted in the Senior County Grammar Schools harmonious with that adopted at the Provincial Observatory, and to prepare and transmit the proper returns. Messrs. Negretti and Zambra cannot execute the order for the whole of these instruments (forty sets—and which will be made under the inspection of Col. Lefroy) until some time in February. The cost of them will be from £12 to £15 a set. The system of Meteorological observations in Canada, when once established, will be more complete than that of any other part of America.

5. I have made the Paris Exhibition a *School*, in which to learn what has been done and is doing in different countries of Europe, as to the instruments, illustrations, &c., employed in the communication of knowledge, from the first elements to the highest branches, and in the various departments of human learning—especially of mechanical and physical science. Instruments of this kind are included, for the most part, in the Eighth Class of the Catalogue of the Universal Exhibition. After frequent examination and comparison of these instruments, and after witnessing, in every case possible, the mode of using them, I have made a selection of such as appeared to be the best adapted to our Educational Museum and Institutions. I think that some of them will be found to be of very great interest and utility.

6. Having observed collections of small models of agricultural implements, and having also, among the endless variety of articles of domestic economy, observed some of novel and useful character, I have purchased all the former that I could obtain, and that appeared to be worth procuring, and a selection of the latter, such as I have not seen in Canada, and which are, for the most part, cheap and of simple construction, and very convenient and useful, and which, together with many of the articles of domestic use, (specimens of which I have purchased and am purchasing at the Exhibition in Paris,) when once seen, can, I think (like the articles of school furniture, the models of which I introduced a few years since,) be as cheaply and successfully manufactured in Canada as they are in Europe. I think it is a true principle of political economy—an essential condition of the development and pros-

perity of a country—that nothing should be imported from abroad which can be as cheaply and well produced in the country itself. I trust the models of agricultural implements which I have procured, and to which I hope to make considerable additions, will be interesting to Canadian agriculturists, both as illustrating the science and practice of agriculture in Europe and as affording, possibly, some useful suggestions for the improvement of some agricultural implements in Canada, while the introduction of some of the articles or instruments of domestic economy, of which I have selected specimens, will contribute not a little to the conveniences of many Canadian households, and I hope, in some degree, to the improvement and extension of Canadian manufactures. In some of these selections and purchases, I have been not a little assisted by Mr. Alfred Perry, of Montreal—Curator of the Canadian Department of the Exhibition. Mr. Perry seized favorable moments to make purchases for me, and in other instances I availed myself of his experience and knowledge in my selection and purchases. I believe the very great success of Canada in the Exhibition is much indebted to Mr. Perry's intelligence, industry and attention to visitors, if I may judge from references which have been spontaneously made to him in connexion with the Canadian Department of the Exhibition, by French, German and English Commissioners, in the conversations which I have had with them.

7. But there is another class of objects to which my attention has been specially directed—another agency of national civilization and refinement which I wish to see introduced into Canada—another source of enjoyment, as elevating and improving in its influence, as it is varied and delightful in itself. I refer to objects of taste, sculpture and paintings, engravings and photographs—that last and wonderful discovery and improvement in the fine arts. My attention was first practically drawn to this subject by Col. Lefroy, and to which, by appointment, a breakfast conversation was subsequently devoted, at his house in London, in company with Chief Justice Robinson, a day or two before he left London for Canada. At my request, Col. Lefroy embodied his views and suggestions in writing, in an excellent and beautiful letter, which, with his permission, I append to this communication, marked B. I need scarcely say that I felt most deeply grateful to Col. Lefroy for his suggestions on this subject, and entered into them with all my heart; but before proceeding to act upon them, I thought it advisable to submit them to the several members of the Canadian Government and Legislature who were at that time in London, as also to Lord Elgin, and they all, without exception, warmly approved of the suggestions, and of my devoting the time necessary to carry them into effect, to the extent of the means placed at my disposal. I at once applied myself to studies and observations in order to acquire sufficient confidence, and qualify myself in some degree, for this new task. I made frequent visits to the Sydenham Palace, as also to the Galleries of Sculpture and Paintings in London, and subsequently in Paris, in reference to the special objects I had in view, besides reading the best works I could procure on the subject—among which were the four excellent volumes of Kügler, two of which have been edited by Sir Edmund Head, and the other two by Sir Charles Eastlake. I also visited and spent considerable time in the principal establishment of antique and modern statuary in London, and several similar establishments in Paris, especially those of the Beaux Arts and

Louvre. From the heads of these establishments, I have received all the attention and information I could desire; and after careful comparison of prices and the qualities of the objects, and in accordance with the judgment of persons of knowledge and taste in the fine arts, I have decided, upon the ground of both cheapness and quality, to make my purchases of antique and modern continental statuary in Paris.

8. Col. Lefroy suggested, in his letter, the selection of only a few beautiful statues, which he designated. But after considering the subject, I could not but think it would be peculiarly interesting to the classical pupils and students, the scholars and general readers of ancient history and literature in Canada, to have presented to them in the exact forms that ancient sculpture has transmitted, the most celebrated characters of antiquity, whether mythological or historical, and that it would be scarcely less interesting and instructive, to make a considerable collection of engravings and photographs—exhibiting characters, and scenes and objects which history and literature have rendered familiar to the general reader. On my mentioning to Col. Lefroy and other gentlemen from Canada, the propriety of making these additions to the collection, they cordially concurred in the suggestion. In addition therefore, to a selection of antique statues, I have purchased of the moulder to the National Museum of Beaux Arts, casts of upwards of two hundred and fifty antique busts, and that at an almost incredibly low price. I have also made a large selection of modern busts of distinguished characters on the continent; and, on my return to London, I purpose to procure a selection of the busts of great men who have adorned the annals of British history.

9. I need not say how much I have been aided by the Universal Exhibition, in the selections of art that I have made and purpose to make. The collection of fine arts—in statuary, in marble, in plaster, *en terre*, in porcelain, in bronze, in wood,—paintings, engravings, and photographs, &c. &c., may be regarded as the germ of that marvellous assemblage of human enterprise, science, taste and skill; nor have I selected any object which has not undergone the severe scrutiny and test imposed by the previous examinations of a commission, in order to its admission into the Universal Exhibition. In regard to paintings, engravings and photographs, I have not yet advanced beyond preliminary inquiries and inspections, and ascertaining the prices at which copies of such as I should wish to select can be purchased in London and Paris; nor do I think it advisable to make many purchases of these, until I see whether it may not be more advantageous and advisable to purchase some of them, at least, in Germany and Italy. The high prices demanded here for approved copies of Raphael's and other paintings, puts it quite out of the question for me to think of purchasing them in London or Paris. But I am assured it is otherwise in Florence and Rome. In Germany, objects of art, as well as of necessity, are exceedingly cheap and executed with great taste, if I may judge from the specimens sent to the Universal Exhibition; and articles can now be exported to America from any of the great cities of Germany almost as easily and cheaply as from Paris or London.

10. In thus making the Universal Exhibition the starting, instead of the terminating, point of what I propose to accomplish during my present tour, and in pursuing these objects in different countries and cities, and in foreign languages, I shall require at least three months more time than I had thought

thus to employ when I left Canada—an employment which I have no doubt will meet the entire approval of His Excellency. From the acquaintance I have made of the principal Commissioners from Austria and Prussia, and the aid they have proposed to afford me, and the letters of introduction, with which they have favored me, to distinguished persons intimately acquainted with the objects of my pursuits, in Berlin, Leipsic and Vienna, I anticipate much greater facilities in all that I desire to accomplish, than in my visit to those countries and cities ten years ago. I may also add that the Earl of Clarendon has favored me with a letter of introduction to the British Ambassadors or representatives in the several countries I may visit; and several English ladies and gentlemen whom I have met at the Paris Exhibition, who are well acquainted with the objects of art and artists in Rome and Florence, and who intend to spend the approaching winter there, have kindly offered me the benefit of their experience and local knowledge in case of my visiting those cities.

11. I am sure that no argument is necessary, to justify or commend to public favor the additions I thus propose to make to the Educational Museum of Upper Canada. But it may serve to impress the value and importance of what is proposed, if I give a few extracts from a pamphlet kindly forwarded to me at Paris, through Mr. Hincks, by the Earl of Elgin. This pamphlet consists of an address lately delivered by C. H. Wilson, Esq., at Glasgow, "On the formation of Provincial Museums and Works of Art,"—a subject on which a deep interest is being felt in various cities of both England and Scotland. Mr. Wilson remarks—

"There is no difficulty in carrying out this idea. The museums of Europe furnish the means; casts can be had of the busts of great men of nearly every age, and at a cost which renders it easy to form such a collection, and the youth proceeding from his class-rooms, might pass through an avenue of images of the great, the learned, the benefactors of mankind. Students occupied with history, might see each page illustrated by the ancients themselves—Grecian history by Greeks, Roman history by the Romans. The arms, dresses, instruments, utensils, in fine, nearly everything which is thought so important to read about in our seminaries of learning, might be rendered as familiar to the eyes of the students as the description of them is to their thoughts, and this without difficulty, and at a cost which is absolutely trifling, when the benefits to be conferred are estimated. Whilst truer ideas on these subjects would thus be formed, taste, and that appreciation of the arts which ought to be an accompaniment of civilization, would take the place of that absence of both which we are painfully called upon to acknowledge.

"When museums are spoken of, I have no doubt thoughts instantly cross the minds of all, of rare and precious marbles and bronzes, of costly pictures by the great masters, and of other works of art of equal rarity and value, and it may be that this idea of museums deters from all attempts to form them, seeing that the cost of such collections is so great; but I look at the whole subject from a totally different point of view, from one which, instead of presenting us with the prospect of an outlay which it would be hopeless to attempt to meet, renders a collection of works of art of standard excellence comparatively easy and economical. It is desirable to preserve the original and precious works of art in a great central museum in the

metropolis, and it seems reasonable that the power and wealth of the nation should be principally concentrated upon its central collection; yet provincial museums should be furnished with casts of sculpture, copies of pictures, electrotypes of bronzes, and such transcripts or imitations of other works of art as could most readily be made in the central establishment. By means of casts all the beauty of form of the original is rendered with such perfect fidelity, that they may be termed in every respect, except material, duplicates of the original works. This system has been acted upon in Berlin; and the suggestion which I had the pleasure of submitting to the Royal Scottish Society of Arts in 1836, has been completely realized by Monsieur D'Olfers, the director of the Gallery at Berlin, to whom the same idea had occurred, and who has been enabled by the liberality of his government to form the most perfect collection of casts in the world, illustrating the whole history of art during a period of 300 years. By a process which he was so good as to describe to me, these casts have been rendered durable, their appearance much improved, and their resemblance to the original works increased. Preserved in a series of halls, quite unsurpassed in beauty and fitness, they are chronologically arranged, and certainly form one of the most perfect and interesting series existing. The electrotype process, by which statues and other works in metal may be copied in provincial museums, in a perfectly satisfactory manner and at a very moderate cost, is another apt and economical method of furnishing provincial museums with faithful copies of fine works of art."

12. To promote these objects in Upper Canada in ever so humble a degree, will confer a public benefit, and will, I have no doubt, be duly appreciated,—more especially when it is considered, that I had first collected and rendered accessible to every municipality in Upper Canada, publications and suggestions for the improvement of school architecture, school apparatus of every description, and the best books for libraries that are published in both Europe and America. And a very considerable proportion of the collection I am now making, consists of specimens or models of objects connected with the pursuits of every day life. But in providing for the indispensable and the necessary, we ought not to overlook what is instructive and refining, agreeable and delightful, by creating a taste and encouraging the cultivation of those arts which are the conservators and living souvenirs of the thoughts and passions of nations, and which are regarded as the just expression of the civilization of a people.

13. One of the most serious embarrassments which I experience, is in the selection of objects—being restricted, for the most part, to those of cabinet size, by our limited space, and to those of very moderate price, by my limited means. But if this first and humble effort to introduce into Upper Canada a public collection of objects of both the fine and practical arts, meets with approval, I have no doubt but larger means will be provided for purposes so useful and elevating, and so truly national. For what I do, I purpose to render national by the following means:—1. By having the Museum *gratuitously* open to the public, at least certain days of the week. 2. By making such arrangements with the parties concerned, in each city or town where I make purchases, that I can hereafter procure any of the same things for any municipality or educational or other public institution in Upper Canada desiring them. 3. By affording the information by which any individual in Canada may procure the same and kindred objects.

14. It cannot but be desired by all that the treasures of European art should be rendered accessible to all parts of our rising and noble country, as are the treasures of European science and literature.

I have the honor to be, sir,
Your most obedient servant,
(Signed,) E. RYERSON.

The Hon. G. E. Cartier, M.P.P.,
Provincial Secretary, Toronto.

APPENDIX TO THE CHIEF SUPERINTENDENT'S LETTER.

(Copy.)

A.

Memoranda on the supply of Instruments for the Canadian Grammar Schools.

1. The instruments are to be—Barometer, Air Thermometer, Evaporation or wet bulb Thermometer, Rain Gauge and Measure, Wind Vane, with suitable books for Registration, and forms for periodical returns.

2. It is desirable that maximum and minimum Thermometers be added at each station, and there must be standard Barometers and Thermometers at the Normal School, unless the work of Comparison and verification be performed at the Observatory; even then standard Thermometers should be furnished.

3. To allow for inevitable breakage, whether it be paid for by the parties or not, a considerable surplus stock must be provided, so that interruptions in the Registry be as short and unfrequent as possible.

Aneroid Barometers.

4. Until there are better means of conveyance to the more remote districts, Aneroid Barometers may be sufficient. The extension of railways and other engineering operations will soon supply all data required for levels; the diurnal laws of Barometric changes are well determined for Canada. The chief remaining object of Barometric observation, viz: to define the limits of atmospheric disturbances, and elucidate the laws of storms, may be attained by observations of the Aneroid. These will be purchased at a lower rate in Paris than in London; but the graduation in English inches must be specially ordered. I should recommend thirty. Wherever they can be conveyed with safety the mercurial Barometer should be preferred, not only for its greater accuracy and delicacy, but because its construction illustrates physical laws in a very instructive manner, and so is always useful to lecturers and schoolmasters. The risk of getting them from Paris is however, so great that I strongly recommend their purchase from Green of New York, maker to the Smithsonian Institute, unless a Paris or London maker will undertake to deliver them; and it would answer well to make him, for an extra payment, deliver them at the stations. He would and a skilful person, whose expenses would have to be paid, but they would then be secured, if he went do this, two persons should be sent for them; travelling is so cheap, that this precaution will add but little to the cost, none but those who have had experience, know the fearful casualties among barometers sent otherwise. There should be twenty of them.

Standard Thermometers.

5. Fastré aîné Rue de l'école Polytechnique 3, the maker to M. Regneault, and the College de France is the maker I should recommend in Paris, Negretti in London.

Of Fastré: 2 "Thermometres Etalon à chelle arbitraire," with their graduation carried as low as 35° Cent. or 30° Fahr.; one Telescope and stand; one boiler. The maker to give fixed points of freezing and boiling water, on the scale.

100 Thermometers, very strong in the tube; all numbered; all to have the freezing point and some other fixed point, say 20° Centi., or 60° Fahr., marked with a file on the tube itself, all to be graduated from 35° to + 45° Centi., (30° + 113° Fahr.) all to be attached to metallic scales so as to leave the whole bulb, and 1 inch of stem free. The scale to be divided on one side in Fahr., and on the other in Centi. These will make 50 pairs of dry and wet thermometers, rather more than are now wanted, but not an excess. The degrees should be pretty open. If about 12 to the inch, the thermometer will be 13 or 14 inches long. The comparison of all these thermometers will be a work of some labour, but is indispensable, and a book on the inclosed form should be provided for the purpose. The maker should also be required to give his own comparison of each, as a check.

50 maximum registering, and 50 minimum registering, or as they are called day and night thermometers, should be provided. The former graduated from 10° to + 120° Fahr. The latter from 40° to + 100° Fahr., which will allow of the former being occasionally exposed to the sun and the latter to a clear sky at night. These should be got from Negretti and be of his patent construction, (see further below.)

Rain Gauge.

6. The quantity of rain that falls in the uncleared, partially cleared and cleared districts respectively, is a physical enquiry of the greatest consequence, and a rain gauge is indispensable, with a measuring glass graduated to cubic inches, halves and quarters. These may as well be got at Negretti's.

Wind Vane.

7. I do not think it worth while to send Vanes from Europe, they can be so very easily got from Green in New York. The force must be loosely expressed by the usual scale of verbal description.

NOTE.—Registering thermometers should by no means be omitted, because it is more than probable that the chief physical result of clearing the country is to reduce the extremes of heat and cold, but without much altering the mean temperature. Observations at fixed hours, will shew this but imperfectly; the daily highest and lowest temperature should by all means be given also. Professor Cherriman and Professor Guyot of Princeton (and of the Smithsonian Institute), should be consulted as to positive instructions. The meteorological tables of the latter should be furnished to every station.

(Signed,) J. H. LEFROY.

London, October 8, 1855.

(Copy.)

B.

54, CAMBRIDGE TERRACE,
Hyde Park, August 28th.

MY DEAR SIR,

Shortly after I had the pleasure of seeing you, I left home on a short holiday, and having the misfortune at the very outset to have my pocket picked, I lost your address, along with other more exchangeable possessions.

My suggestion, in respect to the purchase of casts of statuary, and copies of pictures, for the Normal School, proceeds upon the assumption that what is every year felt to acquire fresh claims as an element of popular education at home, cannot be less worthy of attention in Canada—that if we find that a taste for art, where many facilities for its culture have always existed, is still at so low an ebb in the country as to call for systematic efforts to extend it; much more must it require and deserve public encouragement in a community which as yet possesses no facilities of the kind. In fact no one can deny that this taste is deplorably wanting in America universally—much that gives intellectual rank and dignity to a people is wanting with it—and life is deprived of a source of manifold pleasures of the highest kind in consequence. Now the Provincial Normal School occupies a position which can hardly be paralleled in advantages for initiating a better order of things. Not only does a very numerous class of the community pass under its influence and receive its moral and mental stamp, but that class is of all others the one which has probably the greatest influence in forming the minds of others. Even the clergy of a country must yield in some respects to its school-masters in the privilege and responsibility of forming the character and influencing the judgements of its people—alike of parents, as of children. For many years at least, I suppose all common school Teachers will pass through your Institution—but this is not all. From its metropolitan position, its attractions to visitors and the liberality with which it is thrown open, objects of art collected there would, in a material degree, stand in the position of a public collection, and thus without interfering with their special purpose, they would indirectly instruct classes with which the Normal School has nothing to do. Stronger grounds cannot be wanted to justify the very moderate expense which my plan would entail.

In respect to the choice of objects, I think that sensible beauty, poetry, or pathos, rather than classic interest should be the determining principle. In sculpture, I should begin with modern works, and not venture to introduce antiques until the legitimate advance of public taste, and classical education ensured their reception—there can be no real relish for works of art illustrating the fables of Mythology among those classes whose education stops short of all classical lore. An obvious consideration further limits the choice "Virginiaibus puerisque cano." Nude figures generally must be excluded. As there cannot be a wider field of choice than is offered at Sydenham, I have carefully studied it with a view to your restrictions, and now venture to submit a list selected with due regard also to the size of your rooms and passages.

1. The exquisitely graceful and modest Dorothea, by Bell; 50 in Catalogue.

2. A small statue of much feeling, by Lawlor, The Emigrant. No. 34.

3. The beautiful group, by Gibson, Psyche borne by the Zephyrs. No. 21.

4. Aurora, by the same. No. 18.

5. Cupid with the Butterfly. No. 23, by the same: his best work.

6. Eve at the Fountain. No. 150* by Monti.

7. Sabrina, No. 51, by Marshall, nude, but so exquisitely chaste and modest as to be eminently suitable as an illustration of the beauties of form concealed by drapery in other examples.

8. A Magdalen, by Wagner, No. 261. It would be easy to swell the list; but this would be enough to begin with. The inclosed letter from the secretary to the Crystal Palace company will inform you how duplicates may be procured. I have no doubt that for such a purpose private proprietors would readily permit casts to be taken and the expense would be very moderate. If you object that masculine expression and form should have a place from the outset in such a collection, these being all feminine, they can be readily substituted. It so happens however that nine-tenths of modern sculptures are female figures. With respect to painting, all collections contain famous pictures now so much injured by time and cleaning that their beauties are rather traditionary than present, there are others which with great excellencies, shock the unscientific eye by some violations of taste, or nature, or truth, which makes it not easy to admire them cordially; there are many again treating sacred subjects in a way you would probably prefer not to present for imitation. Rejecting such examples I should endeavour to procure a good copy, such as in Italy can be got for from £20 to £50 of some one or more characteristic paintings of each of those great masters who mark either an epoch in art or the culminating point of a special treatment and purpose. I should arrange the collection chronologically, and distinguish the paintings of each school by some peculiarity that would readily group them, such as a difference of moulding in the frame; each should have a tablet giving name and date, and a pretty full historical and critical notice be printed below it. You will meet people in Paris, Florence, Rome, so infinitely better qualified than I am to recommend examples that I really feel reluctant to do so. However to fix our ideas, I would begin by one of the least barbarous Byzantine examples from Parma or Sienna, to shew the dawnings of art in the 13th century. Then one of Giotto's Sacraments, Naples, carrying it down a century: (he died 1336.) Yet a century later, but still before the age of the great painters, are some paintings of Gentile at Venice, Florence and Rome. The first of the great names of all time. Leonardo da Vinci, would begin the Italian part of the future gallery, and mark the period when painting acquired its full proportions as an art, at the beginning of the 16th century, the epoch of the Reformation.

Leonardo da Vinci, 1452—1519.
 Michael Angelo, 1474—1563.
 Raphael, 1483—1520.
 Giorgione, 1477—1511.
 Correggio, 1494—1534.
 Titian, 1477—1576.
 P. Veronese, 1528—1588.
 A. Caracci, 1560—1609.
 Domenichino, 1581—1641.
 Guido, 1575—1642.
 Salvator Rosa, 1615—1673.

Here they are in order; you can't go into a great gallery, or take up a guide book without being directed to examples of their excellencies which your own taste and unbiassed judgment can choose from, as well as that of any connoisseur. I can imagine nothing more interesting or instructive than going through the great galleries with that object in view, or any greater kindness to many persons who you will meet than deputed the duty to them, if you wish to employ your own time otherwise. As my own travels are bounded by Milan I

can but take reputation at second hand, and, unless you wish more details, think it more honest to refrain from doing so.

Believe me,

My dear sir,

Yours very truly,

(Signed,)

J. H. LEFROY.

I will see Negretti next week, I have been out of town all the month, and now write from Havant.

FROM THE SECRETARY OF THE PROVINCE TO THE CHIEF SUPERINTENDENT.

(Copy.)

Secretary's Office, Toronto, 31st Dec. 1855.

REVEREND SIR,

I have had the honor to receive and lay before His Excellency the Governor General your letter from Paris of the 20th November last giving the results of your visit to Europe up to that date, and intimating the course you propose to pursue for the further carrying out of the objects you had in view.

His Excellency desires me to inform you that he has read your communication with much interest and that the various suggestions therein contained will not fail to receive His attentive consideration.

Meanwhile His Excellency desires me to intimate to you that he has much satisfaction in acceding to your request for an extension of your leave of absence for three months over the period originally contemplated.

His Excellency desires me to enclose herein for your use, a letter addressed by him to Her Majesty's Minister at Vienna.

I have the honor to be,

Reverend Sir,

Your most obedient servant,

(Signed,)

GEO. ET. CARTIER.

The Rev. Dr. Ryerson,

Secretary.

Chief Superintendent of Schools.

Papers on Practical Education.

CLASSIFIED PUBLIC SCHOOLS.

The elements of success in the well classified Public Schools of our own and other States may perhaps be enumerated under a few heads: The degree of interest they have awakened in the minds of almost the whole community, shown in the buildings and other facilities provided; the improved character of the Teachers employed and the comparative permanence of the office; the uniformity of the books used, and in the mode of instruction pursued; the systematic and consecutive course of study, commenced in the lowest, and continued through all the succeeding departments; and the accurate classification of all the scholars according to their advancement.

The benefits derivable from most of these features of the system, have been often and somewhat fully discussed, and their utility is quite generally admitted. But, perhaps, no one of them is more likely to be undervalued, or its importance overlooked, than the last. Especially is this the case in towns where the system has not been tried. In some places a failure to understand and properly to apply this feature has brought the whole system into disrepute.

Education is a gradual, a progressive work: its successive steps must be taken in proper order, or the objects they are intended to effect can not be accomplished. The following are some of the important advantages arising from a rigid adherence to the plan of classifying ever scholar with reference solely to his attainments and abilities:

1. Each scholar, being placed in the system just where he properly belongs, takes those studies and those only which he is prepared to study with profit: none would think of setting a child to studying grammar or geography before he could read; but very many parents, (and some Teachers,) have supposed that scholars could study philosophy or astronomy before they were acquainted with common arithmetic, or learn the terms employed in chemistry before they could read intelligently a paragraph in a newspaper.

2. When his scholars are thus classified, the skilful Teacher can adapt his instruction and his illustrations to their actual condition and wants.

3. Every scholar being classified with those who are as nearly as may be his equals, no one is in danger of being discouraged by his inability to keep pace with those who are his superiors, nor of being retarded by those who are far his inferiors.

4. The plan of classifying pupils at first on this, the only true basis, and of promoting them, from time to time, from one class, or one grade of school to another, with reference solely to their merits, furnishes one of the strongest possible inducements to fidelity on the part of all. No scholar of any spirit likes to lose caste, to fall behind others of the same age and opportunities. Hence this system, if impartially executed, often arouses to vigilant action the minds of pupils who might, under almost any other, fail to make any considerable effort for their own improvement.

The true interests of every scholar can best be subserved by classing him exactly where he belongs. It is quite as injurious to place a child in advance of his proper position as to place him below it: indeed it may often be a greater evil. He will be compelled, by his inability to sustain such a position properly, to become superficial, to pass over many things without a thorough understanding of them; and must, sooner or later, lose his self-respect as a scholar.

True it may be humiliating, especially to those somewhat advanced in years, to take a position below the rank they might be expected to occupy, but this is the only way to carry out the system, or to secure to them its benefits. It has often happened in the schools of this city that scholars from the most wealthy and influential families have failed on examination to secure admission to the High School, and have been under the necessity of entering a lower school for some months to prepare for admission; and in every case where they have so done, they have, when in due time admitted on their own merits, manifested a degree of self-respect, shown an interest in their studies, and subsequently made such progress as would never have been attained, had they been permitted to enter at first by any laxness or favoritism.

It is to be hoped that, in all places where classed schools are now being organized, the Board and the citizens will be disposed to avail themselves of their full benefits by adopting the feature above named, and adhering to the only principle upon which the proper classification of scholars and the gradation of a system of schools can be effected.—*Ohio Journal of Education.*

EDUCATION OF GIRLS.

A great fault in our system of female education is, that girls are trained up to be, literally, nothing at all. Their education is not that of future women, but seems based on the supposition that they are always to remain children. Little care is taken, even where the influence of the clergy and of visiting societies is most actively at work, to raise their feelings above the useful and necessary, but not very intellectual duties of an housemaid. As such they may get on in life to a certain extent, and may support a reproachless "character from their last place." But this is not the highest aim in life. We do not want all our female population for housemaids. Surely a few hundred respectable and well-trained girls, who had learned to look upon a husband in an higher light than as some one to be scolded for financial derelictions on Saturday night, and who would have even a lady-like horror of bad language and bruised cheek-bones, would be an acquisition to "persons about to marry," in any large parish! Would not the fact of a few mothers having been trained up with some high views of their duties save many a girl whom undue severity at home has ere now driven into the streets? Fewer criminal cases might be the consequence of a young mother having understood some means of communicating the simple lessons of morality which have never been effaced from her own heart. Something more than a mere physical affection for those to whom she had given birth might steal many an occasion from incidents in ordinary life to inculcate a love of purity and diffidence in her own daughters, such as might supersede the interference of any but home authority, and, by increasing the value of home, lead back the recreant child, and teach the girl expanding into womanhood to prefer assisting her mother at home to seeking debasing excitement from the profligate and low. But we candidly confess that it is with the women of England that this great work of reform must rest. They alone who have known these sacred, these all-important duties, can set them before the eyes of the less experienced—they alone can penetrate into the confidence, awaken the consciences, and arouse the hearts of their fellow-women. It is not a task where the learning of clerical bodies or the judgment of politicians can effect much; it must be a woman, knowing woman's weaknesses and woman's trials—woman speaking to the heart of her fellow, and drawing lessons from her own past experience; it must be our own wives and mothers that must—not only in their own families, but throughout their whole sex—seek to train up wives and mothers for a future, but morally healthier, generation.—*From Home Thoughts.*

INSTRUMENTS OF MORAL TRAINING.

In moral training, we must remember the following characteristics of children:—

- 1.—That they are influenced by example. So strong is the faculty of imitation, that they will certainly copy that which they see, especially in those somewhat older than themselves.
- 2.—They are strongly influenced by sympathy, that indefinable feeling which binds lads together for good or evil.
- 3.—They are influenced by association. The circumstances in which they are placed have a powerful influence in forming character.
- 4.—That their nature being evil, they are more disposed to follow evil than good.
- 5.—That their judgment, not being mature, they are very liable to mistakes.

The instruments of right education may be classed under the School, the Teacher, the Instruction, the Administration of Discipline.

I.—THE SCHOOL. Its arrangements, cleanliness, employment, companionship, playground.

1.—The arrangements of a school as to neatness, taste and cleanliness, must have great influence on the character of our children. Schools should have a tasteful, simple, and inexpensive style of decoration. Objects of beauty and taste should be always within their sight, but of such a character as might reasonably be expected in the dwelling of the industrious artisan.

2.—The next point in moral influence is that of suitable and constant employment. The mind, preoccupied, is not open to temptation.

"Satan finds some mischief still,
For idle hands to do."

But in addition to this, there is the importance of training children to habits of industry, so that *to have no employment would be painful*; the mind would thus be always occupied, and the opportunities of temptation fewer.

"The devil seeks to tempt a busy man,
But an idle one tempts the devil."

3.—Influences of a powerful character are to be found in the companionships formed, in the conduct of the children towards each other, as kindness, politeness, modes of speaking to each other, or of taking from one another, in the conduct towards the school property, such as defacing it; in truthfulness and honesty in school work. These things are the elements in the moral atmosphere of the school.

II.—THE TEACHER.—The character, habits, and daily conduct of the teacher produce their effect on the children, by the laws of example and association. But there are more direct agencies than these.

1.—There is his authority. This, as a general rule, children are never inclined to dispute.

2.—Another source of influence possessed by the teacher is the faith which is reposed in him. This is all but unlimited. In matters of school instruction it is so; but in moral matters it is lessened by the influence of home, and by the public opinion of the school.

3.—But the most powerful influence a teacher can wield is love. The love of children may be obtained, and when it is, it is all but all powerful.

III.—THE INSTRUCTION. The moral and religious instruction should be by means of Bible lessons. The benefits of moral and religious instruction depend

- 1.—On the mind being occupied with truth.
- 2.—On this truth being applicable to children's circumstances.
- 3.—On the consistency of the teacher.
- 4.—On the position which moral training holds in the school.

IV.—THE ADMINISTRATION OF SCHOOL DISCIPLINE. The faults in such administration are laxity, uncertainty, and severity.—*Cheltenham Papers for the Schoolmaster.*

READING.

Of all the amusements that can possibly be imagined for a hard working man after his daily toil, or in its intervals, there is nothing like reading an interesting newspaper or book. It calls for no bodily exertion, of which he has had already enough or perhaps too much. It relieves his home of its dullness and sameness. It transports him into a livelier and gayer and more diversified and interesting scene, and while he enjoys himself there, he may forget the evils of the present moment fully as much as if he were ever so drunk, with the great advantage of finding himself the next day with the money in his pocket, or at least laid out in the real necessities and comforts for himself and family—and without a headache. Nay, it accompanies him to his next day's work; and if what he had been reading be anything above the idlest and lightest, gives him something to think of besides the mere mechanical drudgery of his everyday occupation, something he can enjoy while absent and look forward to with pleasure. If I were to pray for a taste which should stand me instead under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss and the world frown upon me, it would be a taste for reading.—*Sir J. Herschell.*

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: JANUARY, 1856.

* Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

ALMANAC FOR 1856.

1856.							1856.						
Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.	Sunday.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
JAN. ...	6 7 8 9 10 11 12	13 14 15 16 17 18 19	20 21 22 23 24 25 26	27 28 29 30 31	1 2	3 4 5	JULY ...	6 7 8 9 10 11 12	13 14 15 16 17 18 19	20 21 22 23 24 25 26	27 28 29 30 31	1 2	3 4 5
FEB. ...	3 4 5 6 7 8 9	10 11 12 13 14 15 16	17 18 19 20 21 22 23	24 25 27 28 29	...	1 2	AUG. ...	3 4 5 6 7 8 9	10 11 12 13 14 15 16	17 18 19 20 21 22 23	24 25 26 27 28 29 30	31	1 2 3 4 5 6
MAR. ...	2 3 4 5 6 7 8	9 10 11 12 13 14 15	16 17 18 19 20 21 22	23 24 25 26 27 28 29	30 31	...	SEPT. ...	7 8 9 10 11 12 13	14 15 16 17 18 19 20	21 22 23 24 25 26 27	28 29 30	...	1 2 3 4 5 6
APR. ...	6 7 8 9 10 11 12	13 14 15 16 17 18 19	20 21 22 23 24 25 26	27 28 29 30	...	1 2 3	OCT. ...	5 6 7 8 9 10 11	12 13 14 15 16 17 18	19 20 21 22 23 24 25	26 27 28 29 30 31	...	1 2 3 4 5 6
MAY. ...	4 5 6 7 8 9 10	11 12 13 14 15 16 17	18 19 20 21 22 23 24	25 26 27 28 29 30 31	...	1 2 3	NOV. ...	2 3 4 5 6 7 8	9 10 11 12 13 14 15	16 17 18 19 20 21 22	23 24 25 26 27 28 29	30	1 2 3 4 5 6
JUNE. ...	1 2 3 4 5 6 7	8 9 10 11 12 13 14	15 16 17 18 19 20 21	22 23 24 25 26 27 28	29 30	...	DEC. ...	7 8 9 10 11 12 13	14 15 16 17 18 19 20	21 22 23 24 25 26 27	28 29 30 31	...	1 2 3 4 5 6

EDUCATIONAL CALENDAR FOR UPPER CANADA.

(Constructed from the School Laws and Regulations.)

I. FIXED DATES.	
JAN.	1 The School year begins.
1st	Monday: 1st Quarterly Examination at Toronto of Candidates for Masterships in Grammar Schools.
7	Winter term in the Grammar Schools begins.
2nd	Wednesday: Annual School Elections throughout Upper Canada, of which six days previous notice must be given in three public places of each Section, Ward, etc. Within twenty days after meeting, election complaints can be investigated, and set aside or confirmed by local Superintendent in Townships, and by County Judge in Cities, Towns and Villages.
15	Grammar School Annual Report to be made to the Chief Superintendent, by the Board of Trustees.
—	Common School Annual Report to be made to the Chief Superintendent by the Board of Trustees in Cities, Towns and Villages—an abstract of the Report is also to be published in some local newspaper.
30	Chief Superintendent's Annual Financial Report to Audit Board.
31	School Section Annual Report to be sent to the Local Superintendent by the Trustees, who, after the 31st are liable to a fine of \$5 for every week the Report is delayed.
—	Two Grammar School Trustees to annually retire from the Board on this day, and their places to be filled up by the County Council at its first meeting after the 1st of January.

EDUCATIONAL CALENDAR—(Continued.)

FEB.	1	Supporters of R. C. Separate Schools to give annual notice in writing to, and receive certificate from, Clerk of Municipality in which Separate School is situated, of such support, on or before this day.
1st		Wednesday: the Board of Grammar School Trustees to meet annually on this day.
Last		day: Annual financial report of each Sub-treasurer to be made up and transmitted with vouchers to the County Auditors.
MARCH	1	County, City, Town and Village clerks to transmit to the Chief Superintendent the Auditors' account of School moneys, and other information.
—		Local Superintendents to transmit their Annual Reports to the Chief Superintendent.
Last		Day: Applications for pensions to worn out Common School Teachers are to be made in this month, and before the first of April. Annual subscriptions to the fund to be transmitted as early in the year as possible.
In March or April occurs the Easter vacation in the Grammar and Common Schools. The spring term in the Grammar Schools commences on the first Wednesday after Easter. Good Friday is a holiday in the Grammar Schools.		
APRIL	1	Termination of Local Superintendent's annual period of office; after which the new, or re-appointments will have to be reported to the Chief Superintendent by the County Clerk or Board of Trustees in Cities, Towns and Villages.
1st		Monday: 2nd Quarterly Examination of Grammar School Masters.
15		Winter Session in the Normal School ends.
MAY	1	Apportionment to Grammar and Common Schools to be notified by the Chief Superintendent.
15		Summer Session of the Normal School begins.
24		Queen's Birthday: a holiday in the Grammar Schools.
JUNE	Last	Friday: Grammar School Spring Term ends with half-yearly examinations.
30		Half-yearly returns to be sent by the Trustees of Grammar (and R. C. Separate) Schools to the Chief Superintendent, and by the Trustees of rural Sections to the local Superintendents.
Clerks of Counties, Cities, Towns and Villages to report name of Treasurer to the Chief Superintendent.		
JULY	1	(1) Annual Apportionment payable by the Chief Superintendent of Schools; also the Semi-annual Apportionment to (2) Grammar and (3) R. C. Separate Schools, and the Half-yearly Pension to (4) Superannuated Common School Teachers.*
—		Chief Superintendent's Annual Report to the Governor General.
1st		Monday: 3rd Quarterly Examination of Grammar School Masters.
12		Legislative School Grant to be distributed by Local Superintendents among the Schools from which half-yearly returns have been received.
AUG.	1st	Monday: the Common School Vacation of two weeks begins.
2nd		Monday: Summer Term in the Grammar Schools begins.
The application of Trustees of rural Sections to the Township Council for the imposition of a school rate to be made before August meeting, except for expenses of site and school-house.		
Last		day: Local Superintendent to report to the Chief Superintendent on poor School applications.
OCT.	1	Agreements with Common School Teachers, in rural Sections, after this date, not valid, unless signed by those Trustees who remain in office for at least one year after the following January.
1st		Monday: 4th Quarterly Examination of Grammar School Masters.
15		Summer Session in the Normal School ends.
—		Summer Term in the Grammar Schools ends on the Friday next before the 15th. The Autumn Term begins on the Monday following the close of the Summer Term.
Nov.	15	Winter Session in the Normal School begins.
DEC.	14	Common and Grammar School County Assessments available to Teachers.
22		Autumn Term in the Grammar School ends with a public Examination.
25		Christmas holidays in the Grammar and Common School commence.
—		Alterations in the boundaries of School Sections take effect.
Trustees' returns of unpaid School rates on absentees' lands to be made before the end of the year to the Township Clerk.		
31		Half-yearly returns from Grammar (and R. C. Separate) School Trustees to be sent to the Chief Superintendent, and from rural Trustees to the local Superintendents.
—		2nd half-yearly payments by the Chief Superintendent to (1) Grammar and (2) R. C. Separate Schools, and balance of year's pension to (3) Superannuated Common School Teachers.*
—		The School year ends. Trustees must keep open a School during at least six months of the year.

II. PERIODICAL DUTIES FOR WHICH NO SPECIFIC DATES ARE GIVEN.

1. The Boards of Public Instruction shall meet four times a year for the examination of Common School Teachers.
2. There shall be Quarterly Examinations held in all the Common Schools; and Half-yearly Examinations in the Grammar Schools.
3. Local Superintendents shall make two or more official visits to the Common Schools; "one shall be made some time between the 1st of April and 1st October; and

* The checks issued by the Educational Department for these sums are payable, at par, at any of the branch agencies of the Bank of Upper Canada. The following is a list of the agencies at present established in Canada: Barrie, Belleville, Berlin, Bowmanville, Brockville, Chatham, Chippewa, Cornwall, Goderich, Hamilton, Kingston, Lindsay, Montreal, Niagara, Ottawa, Port Hope, Quebec, Sarnia, Southampton, St. Catharines, Stratford, Toronto, (head office) and Windsor.

the other some time between the 1st of October and the 1st of April,"—other visits to be made, as directed by the County Council.

4. Local Superintendents shall "deliver in each school section, at least once a year," a public School lecture.
5. Local Superintendents to be appointed annually; also, the Chairman, Secretary and Treasurer of each Grammar School Board; the Chairman, Secretary, and (if necessary) a Committee of three persons for each School, and the Collector of each Common School Board; and the County, City, Town and Village Auditors of School moneys.
6. Rate-bills in Common and Grammar Schools are payable monthly, quarterly, or yearly, in advance.
7. Abstract of City, Town, and Village School Report to be published annually in some local paper. In rural sections it is to be read at the annual meeting.
8. A general meeting of School Visitors may be held at any time. They should attend the Quarterly Examinations of the schools.
9. Estimate of sums necessary to be raised for the Board of School Trustees to be laid before the City, Town, or Village Council any time during the year. The annual estimate should be laid before the Council early in the year.
10. County, City and Village Clerks to transmit to the Chief Superintendent immediately after the meeting of Council, a report of all proceedings relating to Education, appointment and post office address of each Local Superintendent, etc. In Cities, Towns and Villages, this duty should be performed by the Secretary to the Board of Trustees.
11. Grammar and Common School Trustees elected to fill a vacancy, to hold office only during the unexpired term.
12. Meteorological Journal to be regularly kept by the Head Master of each Senior County Grammar School.
13. Chief Superintendent to present his Annual Financial Report to the Legislature, "at each sitting thereof."
14. Inspectors to visit the Grammar Schools in the course of each year.
15. Defaulting Secretary-Treasurer to deliver up books, moneys, papers, &c., "by a certain day, to be named by the Judge"—or to be imprisoned "until the Judge shall be satisfied" that delivery is made.
16. Register and Journal of Education to be procured annually by the Trustees.

III. SPECIFIC PERIODS TO BE OBSERVED.

1. Trustees to give six days' notice of annual and special school meetings, in three public places.
2. In cases of arbitration between Common School Trustees and Teachers, the opposite party must, within three days, appoint an arbitrator, or forfeit their right to do so.
3. Collectors to collect School rates within ten days; and fourteen days after the first application for the payment of rates, to seize and sell goods and chattels of Defaulters, within the Section. (30 days when without,) and to give six days' notice of sale.
4. Within twenty days after failure of calling annual or other meeting, two householders to give six days' notice of such meeting, in three public places.
5. Within twenty days after school election, local Superintendents can hear complaints, and set aside or confirm elections in rural sections; in cities, towns and villages the County Judge can receive and investigate election complaints within the same period.
6. Chief Superintendent can appeal from the decision of any County Judge in school matters, within thirty days from the rendering of Judgment.
7. In default of payment of any fines lawfully imposed by a Justice of the Peace, under the authority of the Common School Acts, the offender may be imprisoned for thirty days.
8. Ten years the limit of a loan to Trustees, for the purchase of site and erection of school-house, &c., as authorised by the Township Council.
9. When a Public Library-book has been detained seven days beyond the week allowed for every hundred pages it contains, the librarian shall require it to be delivered within three days, or be paid for, in addition to the fine of one penny a day for detention. The Library Catalogue to be open for inspection "at all seasonable times."
10. Pupils commencing classics to be admitted into the Grammar Schools after the Christmas and Summer vacations. Those in English alone, or who have commenced Latin, to be admitted at the beginning of each term.
11. The afternoons of Wednesdays and Saturdays shall be a holiday in each Grammar School, and every alternate Saturday in each Common School.
12. The hours of teaching in Grammar and Common Schools shall not exceed six. School to commence at 9 o'clock, A.M. School-house to be ready 15 minutes before 9.
13. School to commence and close by reading a portion of Scripture, and by prayer. The ten commandments are recommended to be repeated once a week by the pupils.
14. The number of teaching days in each month, omitting the allowed holidays and vacations, is as follows:—

(First half of the year.)		(Second half of the year.)	
January	25	July	24
February	22	August	14
March } As Easter is changeable,	16	September	23
April } these will vary	24	October	24
May	25	November	23
June	23	December	17
Total	155	Total	125

IV. ARBITRATIONS.

The arbitrations authorised by the School Acts are as follows:—

1. Between Trustees and Teachers "in regard to salary or any other matter in dispute"—page 51. Any other tribunal is forbidden.
2. Between Trustees and a majority of their constituents present at the Annual Meeting, in regard to the financial report—page 42.
3. Between Trustees and a majority of their constituents present at a Special Meeting called to decide upon the School site—page 23.

The local Superintendent is, *ex officio*, one of the arbitrators. The awards in all cases are final.

V. FINES AND PENALTIES.

The fines and penalties authorised by the School Acts are as follows:

1. On Trustees,—
\$20 for refusal to perform the duties of their office, besides various personal responsibilities.

- \$20 for making a false return.
- \$5 for every week of delay in forwarding their annual report to the local Superintendent.
- \$5 for neglect of calling annual or other necessary School meetings.
- 2. On other parties,—
\$5 for refusing to serve as Trustee when elected.
\$5 or \$10 or imprisonment for illegal voting.
\$20 for disturbing a School meeting, or interrupting a public school.

APPOINTMENT AND DUTIES OF LOCAL SUPERINTENDENTS.

As the time approaches for the annual appointment of Local Superintendents, we deem it proper to bring the matter formally under the notice of the County Councils and Boards of School Trustees. The duties of this important office are both onerous and delicate, and requires a rare combination of certain qualifications in the person appointed to it. These qualifications and duties are so appropriately referred to in the following extract from the Chief Superintendent's Circular to County Councils and Local Superintendents, dated August, 1850, and printed in the new Edition of the School Acts, that we quote them entire —

Appointment of Local Superintendents.

A most important duty which the new School-Act devolves upon the County Council, is the annual appointment of Local Superintendents of Schools. * * * * *

The new School Act gives to each Council authority to appoint a School Superintendent for each Township, or for two, three or four Townships, or for a County, provided it does not contain more than one hundred Schools.* In some municipalities, where the duties of the office have been very imperfectly discharged, doubts are entertained by many persons as to the utility of the office at all; but this is not the case where the office is filled with ability, diligence and skill; and School Countries are unanimous in their judgment and practice as to the vast importance of an efficient local inspection and supervision of Schools. * * * * *

The School Act imposing upon a local Superintendent not only miscellaneous duties which require judgment and knowledge of men and things, but a visitatorial examination of each School and a lecture on education in each School Section once a year, and the examination of Teachers for the Schools the County Council should spare no pains to search out and appoint men as local Superintendents who will command public attention as lecturers, who understand the true principles of school organization and the improved modes of school teaching, who will do justice to the great interests entrusted to them by their examinations of teachers, their visitations of schools, and their patriotic exertions to diffuse sound education and knowledge as widely as possible. I doubt not each County Council will respond to the spirit of the New York State Superintendent of Schools, when he says, "It is fervently hoped that in every election hereafter to be made of a Local Superintendent the most competent individual, without reference to sect or party, will be selected. On such a subject, where the good of their children is at stake, men should dismiss their narrow prejudices, and tear in sunder the shackles of party. They should consult only the greatest good of the greatest number of the rising generation. They should direct their preferences to those only who

* In the important States of New York and Pennsylvania, County Superintendents have been preferred to Township Superintendents, and it has been enacted by the Legislature of Pennsylvania that County Superintendents alone shall be appointed.

are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; whose lips have been touched with a burning coal from the altar.”

Spirit of the School Law—Non-political.

And as the selection to the office of Local Superintendent of Schools should be made upon the sole ground of personal qualification and character, and irrespective of party considerations, so should the duties of the office be performed in the same spirit. During the recent discussion in the Legislative Assembly on the School Bill, it was averred on all sides that the office of Chief Superintendent of Schools was and should be non-political—that whatever might have been the political opinions of the incumbent, or of his mode of advocating them, previously to his appointment to office, that, as in the case of a judge, he should take no part in party political questions during his continuance in office. On this principle I have sacredly acted since my appointment to office, as was admitted in gratifying terms by all parties in the discussion referred to; and I think the same principle should be insisted upon by each County Council in respect to each local Superintendent of Schools, and should be faithfully acted upon by every person filling that important office, thus making it equally confided in by all classes of the community. I am sure every Municipal Council in Upper Canada will agree with me, that the entire superintendence of the School system, in all its parts and applications, should be perfectly free from the spirit or tinge of political partizanship—that its influence, like the genial light and warmth of the sun, should be employed for the equal benefit of all without regard to party, sect, or colour. * * * * *

The spirit in which the provisions of the new School Act have been, generally speaking, discussed and adopted in the Legislature, I regard as an omen for the good of our country, and worthy of imitation in all Municipal and Local School proceedings throughout Upper Canada. Party differences were not permitted to mar this great measure for the education of the people; and although there were individual differences of opinion among men of different parties as to some details of the Bill, yet men of all parties united in the support of its general principles, and in an earnest desire and effort to render it as perfect as possible in all its provisions. I hope that no party spirit will be permitted to impair the efficiency of its administration in any Municipal Council, public meeting or Corporation. In the great work of providing for the education of the young, let partizanship and sectarianism be forgotten; and all acting as Christians and patriots, let us each endeavour to leave our country better than we found it, and stamp upon the whole rising and coming generations of Canada, the principles and spirit of an active, a practical, a generous and Christian intelligence.

DUTIES OF LOCAL SUPERINTENDENTS.

Extracts from the Chief Superintendent's Circular to Local Superintendents, dated August, 1850.

1. *The Local Inspection of Schools.*

To perform this duty with any degree of efficiency, a local Superintendent should be acquainted with the best modes of teaching every department of an English school, and be able to explain and exemplify them. It is, of course, the local Superintendent's duty to witness the modes of teaching adopted

by the teacher, but he should do something more. He should some part of the time, be an actor as well as spectator. To do so he must keep pace with the progress of the science of teaching. Every man who has to do with schools, ought to make himself master of the best modes of conducting them in all the details of arrangement, instruction, and discipline. A man commits a wrong against teachers, against children, and against the interests of school education, who seeks the office of local Superintendent without being qualified and able to fulfil all its functions. In respect to the manner of performing the visitatorial part of your duties, I have nothing material to add to the suggestions which I made in my circular to local Superintendents of Schools in December, 1846. They are as follows:

“Your own inspection of the schools must be chiefly relied upon as the basis of your judgment, and the source of your information, as to the character and methods of school instruction, discipline, management, accommodations, &c.: and on this subject, we ought not to content ourselves with exterior and general facts. * * * * * But it is not of less importance to know the interior regime of the schools—the aptitude, the zeal, the deportment of the teachers—their relations with the pupils, the trustees and the neighbourhood—the progress and attainments of the pupils, and, in a word, the whole moral and social character and results of the instruction given, as far as can be ascertained. Such information cannot be acquired from reports and statistical tables; it can only be obtained by special visits, and by personal conversation and observation—by an examination of the several classes, in their different branches of study; so as to enable you to ascertain the degree and efficiency of the instruction imparted.

“In the inspection of Schools, I would suggest something like the following order and subjects of inquiry and examination:—

“I. *Mechanical Arrangements.*—The tenure of the property; the materials, dimensions and plan of the building; its condition; when erected; with what funds built; neighbourhood; how lighted, warmed, and ventilated; if any class-rooms are provided for the separate instruction of part of the children; if there is a lobby, or closet, for hats, cloaks, bonnets, book presses, &c.; how the desks and seats are arranged and constructed, and with what conveniences; what arrangements for the Teacher; what play-ground is provided; what gymnastic apparatus, if any; whether there be a well, and proper conveniences for private purposes.

“II. *Means of Instruction.*—The Books used in the several classes, under the heads of Reading, Arithmetic, Geography, &c.; the Apparatus provided, as Tablets, Maps, Globes, Blackboards, Models, Cabinets, &c.

“III. *Organization.*—Arrangement of classes; whether each child is taught by the same teacher; if any assistant or assistants are employed, to what extent, how remunerated, and how qualified.

“IV. *Discipline.*—Hours of attendance; usual ages of pupils;—If the pupils change places in their several classes, or whether they are marked at each lesson, or exercise, according to their relative merit; if distinction depends on intellectual proficiency, or on a mixed estimate of intellectual proficiency and moral conduct, or on moral conduct only; what rewards, if any; whether corporeal punishments are employed, if so, their nature, and whether inflicted publicly or privately; what other punishments are used; whether attendance is regular; is school opened and closed with reading and prayer as provided in the regulations, and what religious instruction is given, if any.

“V. *Method of Instruction.*—Whether mutual or simultaneous, or individual or mixed; if mutual, the number of monitors, of what attainments, how appointed, how employed; if simultaneous, that is, by classes, to what subjects of instruction; whether the simultaneous method is not more or less mingled with individual teaching, and on what subjects; to what

extent the intellectual, or the mere rote method is pursued, and on what subjects; how far the interrogative method only is used; whether the suggestive method is employed; whether the elliptical method is resorted to; how the attainments in the lessons are variously tested—by individual oral interrogation—by requiring written answers to written questions—or by requiring an abstract of the lesson to be written from memory.

VI. *Attainments of Pupils.*—1. *In Reading*; whether they can read with ordinary facility, or with ease and expression. 2. *In Writing*; whether they can write with ordinary correctness, or with ease and elegance. 3. *In Arithmetic*; whether acquainted with Notation and Numeration, Addition, Subtraction, Multiplication, Division, and skilful in them; whether acquainted with the Tables of Moneys, Weights, Measures, and skilful in them; whether acquainted with the compound rules, and skilful in them; whether acquainted with the higher rules, and skilful in them; whether acquainted with the exercises in mental arithmetic, and skilful in them. 4. *In Grammar*; whether acquainted with its divisions, rules of orthography, parts of speech, their nature and modifications, parsing, composition, &c. 5. *Geography, History, Book-keeping, Vocal Music, &c.*; the order of questions, suggested by the nature of the subject. The extent and degree of minuteness with which the inspection will be prosecuted, in respect to any, or all of the foregoing and kindred subjects, must, of course, depend on circumstances.

VII. *Miscellaneous.*—How many pupils have been sent to the Grammar School; whether a Visitors' Book and Register be kept as required; is the *Journal of Education* regularly received by the Trustees; are the Quarterly Examinations regularly held; are Prizes given in the School. *Library.*—Is a Library maintained in the Section; number of volumes taken out during the year; are books covered and labelled as required; are books kept in library case; is catalogue kept for reference by applicants; are fines duly collected, and books kept in good order; are library regulations observed."

2. Annual School Lectures.

Another most important duty required of each local Superintendent is, "To deliver in each School Section, at least once a-year, a public lecture on some subject connected with the objects, principles, and means of practical education." The education of a free people is, to a great extent, a system of voluntary exertion. There may be a good School law, and there may be a large school fund; and yet education may decline. * * * The onward progress of the education of a country does not depend, primarily or chiefly, upon a School fund or School law, but upon the *spirit* and *action* of the *people*; and the great object of public School lectures is, to awaken that spirit and arouse this action. The law requires that a voice should be lifted up on this subject in every School Section in Upper Canada; the commanding authority of that voice will depend upon the ability, the industry, the *heart*, of each local Superintendent. No man ought to aspire to the office, or retain it a week, who has not the heart and ability to prepare and deliver public lectures in a spirit and manner worthy, in a good degree, of a cause interwoven with every vital interest of our country's civilization and happiness. We cannot be too strongly impressed with the fact, that the administration of the school system is not like that of any other department of the public service—a vigilant and effective oversight of the execution of the law, the protection and development of the country's resources: the due administration of the school system—and indeed, properly speaking, the great object of it, besides the ordinary administration of the law—is to excite and maintain, as widely and in as high a degree as possible, among all classes of the community, a correct appreciation of the nature and importance of popular education, and a spirit of intelligence, philanthropy and patriotism in the

adoption of the diversified means necessary for the attainment of that end. From the office of the Chief Superintendent, down to the desk of the humblest teacher, a moral influence, an energy, a vitality should be sent forth in behalf of the education of youth and the diffusion of useful knowledge among the people. If the right spirit glow in the bosom of every Superintendent, it will appear in every public lecture, in every school visit, on every proper occasion in the intercourse of private and public life, and the results will soon be manifest in every municipality of Upper Canada. On the other hand, great must be the responsibility, and deep the disgrace, of any Superintendent, who shall suffer the interests of schools to droop and die, or linger on in a sickly condition, under his oversight. * * *

(3) Spirit of the Law in regard to the office of Superintendent.

It remains with each incumbent to say whether the spirit and intentions of the law shall be fulfilled within his jurisdiction, as far as depends on the performance of the duties of his office. The act has been passed by the Legislature in the spirit of a generous nationality; the spirit of patriotism prevailed over the selfishness of party during the parliamentary deliberation on this subject. The Government duly appreciated the wants and interests of the whole country, in the preparation of the measure, and all parties in the Legislature cordially responded to it. In the same non-party and national spirit, I hope to see the law administered. * * * *

In a "*Digest of the Common School System of the State of New York*," published in 1844, by the Deputy, under the auspices of the State, Superintendent of Schools, I find the following remarks, which I commend to your serious attention:—

"As the usefulness of Local Superintendents will depend mainly on the influence they shall be able to exercise upon the officers and teachers of schools, and upon parents and the inhabitants of districts generally, they will endeavour to deserve that influence by their deportment, and studiously to avoid everything which may impair it. Hence it will be indispensible that they should abstain wholly and absolutely from all interference in any local divisions, or in any questions by which the community in any town or district may be agitated; and although they cannot be expected to abandon their political sentiments, yet it is obvious that any participation in measures to promote the success of any political party, will not only diminish their influence and impair their usefulness, by exciting suspicion of the objects of their movements and measures, but will expose the office they hold to a vindictive hostility, that will not cease until it is abolished. The intelligence of our people will not tolerate the idea of the agents of public instruction becoming the emissaries of partizan management."

The conviction expressed in the concluding sentences of this quotation has been painfully realized. As party politics ran high, it was found that the appointments of Local Superintendents were made, to a considerable extent, in the spirit of political partizanship, and the influence of the office was frequently employed for partizan purposes. A clamour was soon raised against the office itself, which resulted in its abolition in 1847. Great efforts have been subsequently made, by the State Superintendent and other experienced educationists, to restore the office of County (but not of Township) Superintendent, and place it on a better footing than heretofore. These facts are admonitory. A man's qualifications, irrespective of sect or party, should influence his appointment to the office; but when once appointed, and during his continuance in office, he should act in the spirit of impartiality and kindness towards all persuasions and parties. This has been the avowal of the Government, and the sense of the Legislature in regard to the office and duties of the Chief Superintendent; and I think it was equally understood and intended, than no

tinge of partizanship should attach to the supervision of schools, even in the remotest township of the Province. The spirit of the vow made by the Prussian School Counsellor DINTER, should imbue the heart of every School officer in Upper Canada:—"I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide him the best education, as a man and a Christian, which it was possible for me to provide."

COUNTY SUPERINTENDENT.

The experiment of the County Superintendency wherever faithfully carried out, has not disappointed the expectations of the advocates of that measure. The improved condition of the schools, and the greater efficiency of the system, clearly establish the propriety and utility of such supervision. The official visits of an officer of the school department to some of the counties of the State, in connection with the county Superintendency, have demonstrated that the voice of public authority to sustain, and the presence of an official agent to encourage, have largely contributed to excite and maintain the deep interest now felt by the public in our educational progress and improvement.—*Message of Gov. Pollock of Pennsylvania July 1, 1856.*

Miscellaneous.

THE MITHERLESS BAIRN.

BY WILLIAM THOM.

When a' ither bairnies are hush'd to their hame,
By aunty, or cousin, or frecky grand-dame,
Wha stands last an' lanely, an' sairly forfain?
'Tis the puir dowie laddie—the mitherless bairn!

The mitherless bairnie creeps to his lane bed,
Nane covers his cauld back, or haps his bare head;
His wee hackit heclies are hard as the airn,
An' litless the lair o' the mitherless bairn!

Aneath his cauld brow, siccan dreams hover there,
O' hands that wont kindly to kair: his dark hair!
But mornin' brings clutches, a' reckless an' stern,
That lo'e na the looks o' the mitherless bairn!

The sister wha sang o'er his softly rock'd bed,
Now rests in the mools where their mammie is laid;
While the father toils sair his wee bannock to earn,
An' kens no the wrangs o' his mitherless bairn.

Her spirit that pass'd in yon of his birth,
Still watches his lone lorn wand'rings on earth,
Recording in heaven the blessings they earn,
Wha couthilie deal wi' the mitherless bairn!

Oh! speak him na harshly—he trembles the while,
He bends to your bidding, he blesses your smile:—
In their dark hour o' anguish, the heartless shall learn,
That God deals the blow for the mitherless bairn!

DR. WHATELY, ON POLITICAL ECONOMY.

At a recent meeting of the Dublin Statistical Society, Archbishop Whately, who filled the chair, wound up the evening's proceedings with a brief address, in the course of which His Grace remarked:—"When he first came to Dublin, he proposed to found a professorship of political economy—of which that society was the offspring. The whole subject was so misunderstood in this country, that few persons understood what he intended to establish. He remembered that the then Provost of Trinity College stated, when they had accepted the professorship of political economy for the College, that he had been advised that the best thing he could do was to choose a person for his safe—that is, his Conservative—opinions. (Hear, and laughter.) They believed that a professorship of political economy was one of party politics, of which, Heaven knew, there was plenty in Ireland. (Laughter.) He was happy to say that the soil was a fruitful one, and that political economy, and subjects connected with it, had been cultivated with more success in this country than in the neighbouring island; and the general diffusion of the knowledge of the subject among all classes, had, he believed, taken place in Ireland to a greater degree than in any other country in the world. (Hear, hear.) He knew that the children brought up in the national schools had better knowledge about political economy than, some years ago, was to be found

among many members of either Houses of Parliament. (Laughter.) Of course many differences of opinion must exist on such subjects as came before them; but when they came together, without distinction of creed or political party, to argue any question on its own merits, he had no doubt, on the whole, that, whatever erroneous notions might be entertained, truth of the most powerful and practical character would be sure to prevail." (Applause.)

ANECDOTE OF ARCHBISHOP WHATELY.

When Dr. Whately was Principal of St. Mary's Hall at Oxford, a friend complained to him that after all his efforts he was unable to master his logic, and begged the doctor to recommend him a tutor. "What! take a tutor! Take a pupil," was the ready and keen-sighted reply of the archbishop. So true it is that "*we learn by teaching.*"

SCIENCE AND SOCIAL PROGRESS.

A NOBLE SPEECH BY PRINCE ALBERT.

At a collation given at Birmingham, recently, on the occasion of laying the corner-stone of the Birmingham and Midland Institute, the health of Prince Albert being proposed by Lord Calthorp, the president, the Prince replied in the following admirable speech:—"The courage and spirit of enterprise, with which an immense amount of capital is embarked in industrial pursuits, and the skill and indefatigable perseverance with which these are carried on in this country, cannot but excite universal admiration; but in all our operations, whether agricultural or manufacturing, it is not we who operate, but the laws of nature, which we have set in operation. It is, then, of the highest importance that we should know these laws, in order to know what we are about, and the reason certain things are, which occur daily under our hands, and what course we are to pursue in regard to them. Without such knowledge we are condemned to one of three states: either we merely go on to do things just as our fathers did, and for no better reason than because they did them so; or, trusting to some personal authority, we adopt at random the recommendation of some specific, in a speculative hope that it may answer; or, lastly, and this is the most favourable case, we ourselves improve upon certain processes,—but this can only be the result of an experience hardly earned and dearly bought, and which, after all, can only embrace a comparatively short space of time, and a small number of experiments. From none of these causes can we hope for much progress; for the mind, however ingenious, had no materials to work with, and remains in presence of phenomena, the cause of which is hidden from it. But these Divine laws are capable of being discovered and understood, and of being taught and made our own. This is the task of science; and while science discovers and teaches these laws, art teaches their application. No pursuit is, therefore, too insignificant not to be capable of becoming the subject both of a science and an art. The fine arts—as far as they relate to painting and sculpture, which are sometimes confounded with art in general—rest on the application of the laws of form and labour, and what may be called the science of the beautiful. They do not rest on any arbitrary theory on the modes of producing pleasurable emotions, but follow fixed laws, more difficult, perhaps, to seize than those regulating the material world, because belonging partly to the sphere of the ideal and our spiritual essence, yet perfectly appreciable and teachable, both abstractedly and historically, from the works of different ages and nations. (Cheers.) No human pursuits make any material progress until science be brought to bear upon them. We have seen, accordingly, many of them slumber for centuries; but from the moment that science has touched them with her magic wand, they have sprung forward, and taken strides which amaze and almost awe the beholder. Look at the transformation which has gone on around us since the laws of gravitation, electricity, and the expansive power of heat have become known to us! It has altered our whole state of existence—one might say the whole face of the globe! We owe this to science, and science alone; and she has other treasures in store for us, if we will but call her to our assistance. It is sometimes objected by the ignorant, that science is uncertain and changeable; and they point to the many exploded theories which have been superseded by others, as a proof that the present knowledge may be also unsound, and, after all, not worth having. But they are not aware that while they think to cast blame upon science, they bestow, in fact, the highest praise upon her. For that is precisely the difference between science and prejudice: that the latter keeps stubbornly to its position, whether disproved or not; while the former is an unarrestable movement toward the fountain of truth—caring little for cherished authorities or sentiments, but continually progressing—feeling no false shame at her shortcomings, but, on the contrary, the highest pleasure when freed from an error, at having advanced another step towards the attainment of Divine truth, a pleasure not even intelligible to the pride of ignorance. We also hear, not unfrequently, science and

practice—scientific knowledge and common sense—contrasted as antagonistic. A strange error! For science is eminently practical, and must be so, as she sees and knows what she is doing; while mere common practice is condemned to work in the dark—applying natural ingenuity to unknown powers to obtain a known result. Far be it from me to undervalue the creative power of genius, or to teach shrewd common sense as worthless without knowledge. But nobody will tell me that the same genius would not take an incomparable higher flight, if supported with all the means which knowledge can impart—or that common sense does not become, in fact, only truly powerful when in possession of the materials upon which judgment is to be exercised. The study of the laws by which the Almighty governs the universe is, therefore, our bounden duty. Of these laws, our great academies and seats of education have, rather arbitrarily, selected only two spheres or groups (as I may call them) as essential parts of our national education—the laws which regulate quantities and proportions, which form the subject of mathematics, and the laws regulating the expression of our thoughts through the medium of language—that is to say, grammar, which finds its purest expression in the classical languages. These laws are most important branches of knowledge—their study trains and elevates the mind. But they are not the only ones: there are others which we cannot disregard—which we cannot do without. There are, for instance, the laws governing the human mind and its relation to the Divine Spirit—the subject of logic and metaphysics. There are those which govern our bodily nature and its connection with the soul—the subject of physiology and psychology. More which govern human society and the relations between man and man—the subjects of politics, jurisprudence, political economy, and many others. While of the laws just mentioned, some have been recognised as essentials of education in different institutions; and some will, in the course of time, more fully assert their right to recognition. The laws regulating matter and form are those which will constitute the chief objects of your pursuits; and as the principle of sub-division of labour is the one most congenial to our age, I would advise you to keep to this specially, and to follow, with undivided attention, chiefly the sciences of mechanics, physics, and chemistry, and the fine arts in painting, sculpture, and architecture. You will thus have conferred an inestimable boon upon your country, and in a short time have the satisfaction of witnessing the beneficial results upon our national powers of production. Other parts of the country will, I doubt not, emulate your example; and I live in hopes that all these institutions will, some day, find a central point of union, and thus complete their national organization. Thanking you once more for having allowed me to assist at the foundation of your Institution, I wish it growth, vigour, and prosperity, with all my heart." His Royal Highness resumed his seat amid enthusiastic cheering.

THE CENTURY TREES OF CALIFORNIA.

A grove of immensely large trees has been recently discovered in California, in comparison with which, it is said, the largest trees in the old world are only like stunted shrubs. One of them is described as being 350 feet high and 107 feet in circumference. Several of them have been cut down, partly from curiosity; but the American press calls upon Congress to protect them from wanton destruction. The *New York Herald*, in speaking of them, says:—"These California monsters are, we doubt not, of the same genus, though perhaps not of the exact species, of the ancient cedars of Lebanon. The California grove is in about the same latitude, the same altitude (4,500 feet above the sea), and has the same climate as those mighty forests of the mountains of Lebanon, from which King Hiram supplied the timber for the building of Solomon's Temple. Of these Lebanon forests, only some half-dozen gnarled and shattered relics now remain near the summit of the lofty range; while in California we have a grove of the most magnificent specimens, coeval with Solomon and David. There they have stood, and have continued to grow, while kingdoms, empires, and dynasties have risen and disappeared; and there they stand, the living patriarchs of three thousand years! To these venerable giants, upon a basis of seventy years, the discovery of America was but an affair of yesterday, and the birth of our Saviour an incident of some forty years ago!

CASTLE OF BALMORAL.

When His Royal Highness Prince Albert became proprietor of the estate of Balmoral, it was found that the old castle did not afford sufficient accommodation for the Royal Family during their autumnal visit to Scotland. His Royal Highness then resolved to erect a new and commodious building at his own expense, which has been in progress for about three years, and, although it is not yet finished, the royal apartments have been completed so as to admit of there being occupied during the present season.

The new castle stands on the same level as the old residence, but is nearer to the margin of the Dee, which here in a semi-circle sweeps the base of the mountain range of Craig-en-Gowen, and forms a large peninsula, the plateau of which affords the most perfect privacy for the retirement of the royal family. The green terrace within this bend of the river, though only about 10 feet above the rise of the water, is composed of light gravelly soil, so porous and dry that but little drainage was needed to insure a healthy atmosphere; and, constituting, as it does the highest table-land in Scotland, surrounded by magnificent screens of fir and heath-clad granite, the royal residence is all that could be desired for an autumnal dwelling.

The building is of the Scotch baronial style of architecture, modified in some of its details, so as to combine the more bold and prominent features of the ancient stronghold with the more domestic character of modern civilization. The design consists of two separate blocks of buildings connected by wings, at the east angle of which the massive tower, 35 feet square, rises to the height of 30 feet, and is surmounted by a turret with a circular staircase, rising to the height of 100 feet from the level of the ground. From the summit of this tower the mountain scenery will be seen to great advantage, and the view will be one of the most picturesque which the Grampian range affords.

The royal department of the building occupies three sides of a quadrangle, facing the south, the north, and the west. The entrance porch is on the south side, where the architecture is of the simplest and plainest description, while that of the west and north presents carved corbellings, rope, ribbands, and other mouldings, characteristic features of the baronial style. The stones are from a granite quarry on the property, remarkably pure, and, smoothly dressed ashlar work, the Castle, at a distance, looks as if it had been hewn out of one of the huge granite rocks which here and there, in this part of Scotland, stand like solitary giants in the plains.

Entering by the main porch, the hall opens to the corridor, which runs along the centre of the building, from which the grand staircase conducts to the royal private apartments on the first floor; the dining room and the drawing room, with the billiard room and library, occupy the ground floor, and are spacious and most commodious apartments. The private rooms of the Queen front the west, and look up the valley of the Dee on the wild pass of Invercauld with its overhanging cliffs, and the Craig-en-Gowen mountains in the distance. The apartments of his Royal Highness Prince Albert look to the south, where the lawn stretches out to the foot of Craig-en-Gowen, and commands an extensive view of the deer forest of Ballochbrine; while the Prince of Wales's rooms, on the north side, look on a scene in which the pastoral and the romantic are richly blended. The whole of this portion of the Castle is fire proof, on the plan of Fox and Barret, and well lighted with the purest plate glass.

The furnishings of the Royal apartments are of the plainest and most substantial character. All the appointments are distinguished by that simplicity of style and purity of taste for which the Royal family are so remarkable. The carpets are of clan tartan, which is the prevailing pattern of the drawing room fashion, and, wherever an ornament is necessary to round off an angle or soften a projection, the flower of the Scotch thistle is used. The furniture is of African ash, a kind of wood resembling American maple, and everywhere presenting the same characteristics of usefulness which the furnishings exhibit throughout.

To the north and east of the Royal apartments stand the offices, which form three sides of the square, a spacious court occupying the centre, and separating the inferior buildings, which are attached to the eastern wing. In the tower there will be accommodation for some of the suite, and the servants' apartments are so arranged that they will have every comfort that can be required, the whole being calculated to accommodate from 100 to 120 persons. There is a ball-room 68 feet by 25, but, for the present, the suite and servants will have to reside in the old castle, which is to remain entire until the new residence is finished, and then it is to be demolished, to open up the lawn, and permit the ground to be laid out and improved.

The plans of the buildings are by Mr. William Smith, architect of Aberdeen, carried out under the superintendence of Mr. Alexander Clark. The building has been under the care of an intelligent mason, Mr. Beaton, and the furnishings are by Messrs. James Allen and Sons, Queen's upholsterers in Aberdeen.

Since the last visit of the Queen, many improvements have been carried out on the estate of Dr. Robertson, the intelligent and obliging commissioner of his Royal Highness Prince Albert. New roads have been opened, and it is intended to divert the road south of the Dee, so as to cross over the river by a substantial stone bridge and conduct to the north road, which again joins the south road at the bridges at Invercauld. By this deviation of a few miles the royal domain immediately contiguous to Balmoral will be made more secluded, but the house and grounds will be fully exposed to the public on the north road, as before. The expense of this deviation is to be borne by Prince

Albert, and we understand that the bridge and approaches alone will cost above £5,000.

It is pleasing to know that while these undertakings have been entered on for the accommodation of the royal family, the Queen and the Prince have been most attentive to the moral and social wants of the people on the estates. Abergeldie, Birkhall and Balmoral may be said to constitute the royal domains; and, although the population is considerable, yet every tenant has his lease, every family has the privilege of a school, and new and comfortable cottages are taking the place of the old mud huts of the poor. The schools are visited by the Queen and Prince, and habits of economy and forethought are encouraged among the people.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Evening Schools have been established by the Board of Trustees in Hamilton, similar to those in Toronto, "for Apprentices and other youths, whose daily occupations prevent them from participating in the privileges held out to others by the Common Schools." The recent Common School Examinations in Hamilton were most creditable. At the close, a valuable present was made to the Head Master of the Central School by the pupils. . . . The new school house in St. Thomas is rapidly approaching completion. It will be a credit to the Trustees and to the Town. . . . The Examinations held in the Toronto Grammar School previous to the Christmas holidays, are reported to have been "both gratifying and satisfactory to masters and pupils." . . . The St. Catharines Semi-weekly *Post*, in referring to the recent Examinations in that town says: "the series of Examinations just closed, tend to demonstrate as closely as reality can, that we are not only equal to, but far ahead of any of our sister cities. We do not fear contradiction on this point, and should any of our more mighty neighbors, West or East desire to test the matter, we will be happy to produce classes from our Public Schools that can outdo those of an equal age in any or all of the branches usually taught in Canadian Schools. We congratulate with our whole heart, the worthy Board of Trustees, and especially our excellent staff of Teachers, male and female, for their truly noble and patriotic exertions which they have made in the cause of Education in our Town." . . . The *British Standard*, Perth, thus refers to the new school house lately erected in the Village of Pakenham. "It is a well finished Frame Building erected on an elevated and pleasant site obtained on reasonable terms from Andrew Dickson, Esq., proprietor of the lands on which the village is situated. The school house is of ample dimensions, well finished and suitably furnished and has a sufficient scope of play ground enclosed. The seats and desks, which are of varying height, according to position, are fitted up with cast iron ends." Great credit is due Mr. R. H. Davie for his exertions in promoting the erection of the building. . . . At the close of the recent examination of the Guelph Grammar School, the pupils presented their second master, with a handsomely bound copy of Layard's *Nineveh*, in two volumes. . . . A special convocation of the University of Trinity College was recently held for the purpose of conferring the following degrees:—The Rev. Arthur Hill, B.A., of Cambridge, England, to the *ad eundem* degree and proceeded immediately to the degree of M.A. R. A. Harrison, Esq., of Osgoode Hall, Barrister-at-law, was admitted to the degree of B.C.L. C. J. Carroll, Esq., of Osgoode Hall, Barrister-at-law, was admitted to the degree of B.C.L. F. Kington, Esq., took the oaths, and was matriculated as a member of the University. . . . At a late special meeting of the Board of Common School Trustees of the city of Toronto, it was moved by Mr. McMaster, seconded by Mr. Dennison:—*Resolved*, That the Board of School Trustees of the City of Toronto, for the year 1855, cannot separate without expressing on behalf of themselves and their fellow citizens, generally, their deepest gratitude to J. G. Beard, Esq., Chairman of the Board, and D. Patterson, Esq., Chairman of the Committee on sites and buildings, for their unequalled liberality and public spirit in permitting their names to be used for the accommodation of the Board with the Bank of Upper Canada and other Banks, by which means the large sum of between £8,000 and £9,000 was discounted for the Board, and the erection of the three new School Houses brought to completion. And also for the efforts made by Messrs. Beard and Patterson, to dispose of £9,000 in Debentures, placed by the City Corporation to the credit of our Board; and for the very handsome manner in which they have, for many years past, and on all occasions assisted this Board to fulfil its various engagements and meet its various liabilities.—

And that the Secretary be instructed to communicate a copy of this resolution to each of the gentlemen to whom it refers. Passed unanimously. . . . A special meeting of the Senate of the University of Toronto, was recently held in the library of University College, at which Mr. W. Woodruff was admitted to the degree of M.D., and the following gentlemen to the degree of B.A.:—Messrs. M. Crombie, N. O. Walker, N. Kingsmill, J. E. Sanderson, A. McNab, and W. Tassic. . . . Mr. James Brown, Mathematical Master of the Toronto Grammar School, has been appointed to the vacancy occasioned by the resignation of the Rev. G. Maynard, as Mathematical Master of the Upper Canada College.

NEWMARKET GRAMMAR SCHOOL EXAMINATION.

The examination of the pupils of the Newmarket Grammar School came off on the 21st ult., and, notwithstanding the day being a very busy one in the town, owing to the Division Court being held, a much larger number of visitors were present than at the midsummer examination—most of whom manifested their interest by remaining till the close of the proceedings—which were prolonged to a late hour. Indeed, evening came on before the Master could get through with his classes. We understand that the visitors, some of whom came from a distance, expressed great satisfaction with what they witnessed. Perhaps, however, the tribute most gratifying to Mr. Marling's feelings came from the pupils themselves, in the shape of two handsome volumes, which were presented to him on the last day of the term. They bore the following inscription:—"Presented to S. A. Marling, Esq., B.A., Head Master, by the boys of the Newmarket Grammar School, as a mark of their gratitude for his exertions in their behalf." Mr. Marling has certainly gained for himself many laurels, by the successful manner in which he has conducted the School. The next term commences on Monday, the 7th inst.—*Newmarket New Era*.

THE LATE DANIEL WILKIE, LL.D.

A Monument to be erected in Mount Hermon Cemetery to the memory of the late Rev. Daniel Wilkie, LL.D., by his pupils, has arrived here from Scotland. It is of Aberdeen granite and of pyramidal form. The cost will be upwards of £100. An application was made to the government to admit the monument free of custom dues, and in consideration of the services which the late Dr. Wilkie had rendered to the province in his capacity of teacher, the government has liberally remitted the duty, or, in other words, has contributed the sum of £17 to the Wilkie Monument.—*Quebec Gazette*.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

Viscount Ebrington, M.P., has announced his intention of giving a prize of £20 to the son or the relative of a farmer, in the county of Devon, who shall pass the best examination in—1. The English language; 2. The geography and history of the British empire; and 3. Practical mathematics. The prize is to be awarded at Easter next, the examiners being the Rev. Dr. Martin, Chancellor of the diocese of Exeter, Sir Stafford Northcote, Bart., M.P., and Mr. Robert Dymond, civil engineer. . . . The chief German Universities, for the current *Semester*, have the following number of students:—Munich, 1,731; Berlin, 1,484; Breslau, 823; Wurzburg, 618; Leipsick, 813; Bonn, 765; Gottingen, 713; Heidelberg, 695; Tubingen, 693; Halle, 629; Erlanger, 521; Gieshen, 378; Jena, about 370; Freiburg, 344; Marburg, 251; Greipswald, 222; Rostock, 92. The total is 11,300, which is 300 less than in the past summer. This does not include the universities of Austria or Switzerland.

UNITED STATES.

MONTHLY SUMMARY.

An official announcement has been made that the \$200,000, for the endowment of the new college at Troy, has been secured. At a meeting of the board of Trustees, held on the 22nd of November, the Rev. John McClintock, D.D., was unanimously elected president or chancellor of the University. . . . The late annual exhibitions of the public schools of Boston were as usual, very interesting as well as creditable to the scholars and their teachers. Probably in no place in the world are there more liberal provisions made for the education of the young than in that city.—The expenses of carrying on our schools for the current year are \$285,000. Besides this sum, about \$103,000 will be expended during the year for new school houses, making the expenses of our schools the current year 22½ per cent or nearly one-third of the entire tax of the city. The *Journal* says:—There are at the present time, under the care of the city government three high schools, viz:—the Latin high and English high schools, for boys; and the high and

normal schools for girls; eighteen grammar schools, and one-hundred and ninety-seven primary schools. Connected with these schools, as instructors, are twenty-one masters, with salaries ranging from \$1500 to \$24000; fourteen sub-masters, with salaries ranging from \$1000 to \$1800; fifteen ushers, with salaries from \$700 to \$1500; and three hundred and sixty-one female teachers, with salaries ranging from \$250 to \$450, according to the time they have severally been employed. At the head of our educational system we have a superintendent, with a salary of \$2500. Under the daily instruction of these teachers, there are about twenty four thousand children.

PROPOSED FREE ACADEMY IN NEW YORK FOR GIRLS.

At a recent meeting of the Board of Education of New York, the monthly report of the city superintendent of schools was read. He earnestly recommends the conversion of the new school building in Twelfth street, near University place, into a free academy for girls,—open and free to the most advanced pupils of the several female grammar schools throughout the city, and its organization at the earliest practicable period for the instruction in the higher branches of study, of female pupils who shall have completed the required course in the respective schools to which they belong. The report says:—It is further urged, that equal and exact justice to the thousands of female pupils who are annually completing the ordinary course of instruction in the several schools of the city demands that the same provision be made for their further progress, as has already been made for that of the other sex; that it is alike unworthy of the spirit of the age, and of the excellent system of public instruction which prevails in our midst to discriminate, in this respect, between male and female pupils; that it is injudicious and unwise to confer special privileges in instruction on some of our Ward schools, which cannot equally be shared by all others of the same grade; and that the benefits of education should be equally diffused throughout every portion of the city. If the policy which dictated the establishment of a free academy for the advanced instruction of the male graduates of our public schools was a sound one, and in accordance with the demands of public sentiment, the same policy in all its length and breadth should be extended to the female graduates. The course of instruction in all the Ward schools should be uniform; no preference should be given to any over the other in this respect; and no advantages or inducements held out for attendance at any, not equally applicable to all. If a more extended and complete course is desirable, let it be provided in an institution specially established for that purpose and accessible to all.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The English papers announce the death of the venerable Samuel Rogers, the Nestor of modern poets, and also of the Rev. Robert Montgomery, whose poems received so severe a criticism, some years ago from Mr. T. B. Macaulay in the *Edinburgh Review*. . . . Two additional Volumes of Mr. Macaulay's History of England, have been simultaneously published in London, Boston and New York. Four volumes are now published. . . . Some new documents of the philosopher Montaigne have just been discovered in the archives of the municipality of Bordeaux, of which he was Mayor. They refer merely to local affairs, but as emanating from him are thought to be of great value. The principal is a petition to the Governor of Guienne, dated December, 1583, praying him to take measures to prevent the "poor people" of the province from being robbed and oppressed by a licentious soldiery. . . . The manuscripts of Bernardin de St. Pierre, which have been purchased by the Municipal Council of Havre, France, have arrived in that town. They are so numerous as to form 12 or 15 folio volumes. . . . A number of unpublished letters of the witty Earl of Chesterfield have been discovered. In one he gives a criticism on Richardson's novels, and observes that when Richardson gets into high life he loses himself, and is untrue to high life. This is said especially of "Sir Charles Grandison." The letters are now in Earl Stanhope's possession. . . . At a recent meeting of the N. Y. Geographical Society, the Rev. Mr. Pease announced his intention to explore the interior of Africa. It seems that Mr. Pease thinks of going to Africa in the course of about six or eight months to spend a year or more in explorations. He proposes to visit Monrovia, and, under the auspices of Liberia, to commence a survey of the interior of Western Africa, for 800 miles or more from the coast.

BOOK TRADE IN NORWAY.

In the course of seven years, from 1847 to 1854, 1,023 books have been published in Norway, namely, in Philology, 87; Philosophy, 23; Education,

65; Theology, 218; Jurisprudence, 63; Politics and Finances, 46; Medicine, 22; Natural Sciences, 39; Agriculture, 48; Technology, 12; History, 123; Navigation and Commerce, 33; Military Art, 23; Mathematics, 28; Belles Lettres, 187; Miscellanea, 6. Of this number 870 were original works, 139 translations and 14 new editions. More than two-thirds of all Norwegian books were re-printed at Christiania, viz: 791. The Bergen publications number about 100, half of which are Theological ones; Drontheim, 27; Stavanger, 26; Skein, 19; Christiansand, 11. To buy a copy of all books that have been printed in Norway since 1814, a sum of more than 2,500 specie thalers would be necessary. The library of the Christiania University numbers 120,000 volumes.

THE CALCULATING MACHINE.

Chamber's Journal says that the calculating machine turns out to be a more complete and important instrument than was at first believed. It will calculate the power of biquadratic equations, the logarithms for falling bodies from different heights, for projectile forces, tables or sines, &c., and all by the slow motion of a winch turned by hand. And what is more, it stereotypes the columns of figures after having calculated them. It is a most remarkable piece of mechanism, highly honorable to the inventor.

ASCENT OF MONT BLANC BY A BOY.

An Eton Boy, seventeen years of age, has made the ascent of Mont Blanc. On the first day's trial he and his companions got to a height of 9,000 feet, when he resolved next day to ascend to the top. He began the next day accordingly, and by great exertion gained the Grands Mulets, "This was a good beginning. On Friday morning we started at 2.30 from the Grands Mulets, and, after seven hours' walking, arrived at the summit of the highest mountain in Europe at 9.30 precisely—not without difficulty, I can assure you. Two of our guides were unable to reach the summit, one being so blinded by the snow that he was obliged to be hauled along by another, as it was quite unsafe to leave him among the *crevasses* alone. We two reached the summit, though I, for one, hardly knew I was there, as when once one has lost one's breath up at that height, it is a long time before one can get it again. I was assisted slightly the last quarter of an hour, as I had been especially advised to be so, and arrived up as hearty as any of them; and, oh! how happy I was when I got some champagne, as I was half dead of thirst; and I am sorry to say, that in my hurry to drink it, I quite forgot the health of the Queen. We arrived up at 9.20; stayed there half an hour; and were down again at the Grands Mulets at 12.45 without hurrying the least; we started about 1.45, stopped on the road at the usual place to treat our guides; and arrived at Chamounix at 5.30 quite fresh, to the astonishment of everybody."

Departmental Notices.

To Municipal and School Corporations in Upper Canada. PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Schools is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be written on a distinct sheet of paper from the letter, and attested by the corporate seal and signature of the Trustees; or by the corporate seal and signature of the Reeve or Clerk of the Municipalities applying for libraries. For Form, see next page.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of 1855, a sufficient sum of money to enable the Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as authority to do so, verified by the corporate seal of the Trustees, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department; and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written

tees. A selection of articles to be sent can always be made by the Department, when so desired.*

* *The Form of Application should be as follows:*

SIR,—The undersigned, Trustees [*Reeve, or Clerk*] of _____, being anxious to supply the Section (*or Township*) with suitable school requisites, [*or library books,*] hereby make application for the [*maps, books, &c.,*] enumerated in the accompanying list, in terms of the Departmental notice, relating to maps and apparatus, [*or library books.*] The [*maps or library books*] selected are, *bona fide*, for the use of the school [*or municipality:*] and they hereby pledge themselves and their successors in office, not to dispose of them, nor permit them to be disposed of to any private party or for any private purpose whatsoever; but that they will be appropriated exclusively to the use of the school, [*or municipality,*] in terms of the Regulations granting one hundred per cent. on the present remittance.

In testimony whereof, the Trustees [*Reeve, or Clerk*] of the _____ above mentioned _____ hereto affix their names and seal of office this _____ day of _____, 185____, at _____.

We hereby authorise _____ to procure for us the _____ above mentioned, in terms of the foregoing application. _____

TO THE CHIEF SUPERINTENDENT OF SCHOOLS, TORONTO.

NOTE.—A Corporate Seal must be affixed to the foregoing application, otherwise it is of no legal value. Text-books cannot be furnished on the terms mentioned above. They must be paid for in full at the net catalogue price. The 100 per cent. will not be allowed on any sum less than \$5, which must be remitted in one sum.

TO TEACHERS.

It should be borne in mind by teachers (as intimated in the *Journal of Education* for May, 1854, page 86), that in order to avail themselves of the Superannuated Common School Teachers' Fund, it will be necessary for them annually to transmit their subscriptions, beginning with 1854, to the Chief Superintendent of Schools. No teacher, now engaged in teaching, will be entitled to share in this fund who does not thus contribute to it annually. Subscriptions should be sent in as early in the year as possible.—See Chief Superintendent's Annual Report for 1854, pp. 234—237.

UNIVERSITY OF TORONTO.

THE ANNUAL EXAMINATIONS WILL COMMENCE ON THURSDAY, June 15, 1856. At that time the following SCHOLARSHIPS will be offered for competition, viz:

(1.) Amongst candidates for admission:

In LAW—4	of the value of £30	per annum each.
In MEDICINE—3	do.	do.
In ARTS—15	do.	do.
In CIVIL ENGINEERING—3	do.	do.
In AGRICULTURE—3	do.	do.

(2.) Amongst students of the standing of one year from Matriculation:

In LAW—4	of the value of £30	per annum each.
In MEDICINE—3	do.	do.
In ARTS—15	do.	do.

(3.) Amongst students of the standing of two years from Matriculation:

In LAW—2	of the value of £50	per annum each.
In MEDICINE—2	do.	do.
In ARTS—15	do.	do.

(4.) Amongst students of the standing of three years from Matriculation:

In MEDICINE—2	of the value of £30	per annum each.
In ARTS—15	do.	do.

Each of these Scholarships is tenable for one year, but the Scholars of each year are eligible for the Scholarships of the succeeding year.

Candidates for admission into the Faculty of Arts are required to produce satisfactory certificates of good conduct, and of having completed the 14th year of their age, and to pass an examination in the subjects appointed for Matriculation; or to produce similar certificates of good conduct, and of having completed the 16th year of their age, and to pass an examination in the subjects appointed for students of the standing of two years in this University. The former are admissible to the degree of B. A. after four, the latter after two years from admission.

Graduates or Undergraduates of any University in Her Majesty's dominions are admissible *ad eundem*, but are required to produce satisfactory certificates of good conduct and of their standing in their respective Universities.

All candidates who purpose presenting themselves for Examination, are required to transmit to the Registrar the necessary certificates, on or before the 15th of May.

Information relative to the subjects of Examination, and other particulars, can be obtained on application to the Registrar.

SENATE CHAMBER, University of Toronto, Jan. 15. 1856.

AMERICAN JOURNAL OF EDUCATION.

THE AMERICAN JOURNAL OF EDUCATION for 1856 will consist of Six Numbers, of which Numbers I. and II. are already printed under the title of the *American Journal of Education and College Review*. Number III. will be published on or before the 1st of March, and thereafter a number will be issued regularly on the first of each alternate month. The five numbers (including a Supplementary Number, devoted to a Review of the Progress and Condition of Education in different countries) to be issued in 1856 will contain, on an average, each 160 pages, and the whole will constitute a volume of at least 1,000 pages, or two volumes, each of at least 500 pages. Each number will be embellished with an engraved portrait of an eminent teacher or benefactor of education, or with one or more woodcuts of buildings, apparatus, or other preparations for educational purposes.

The subscription price is Three Dollars for the current year (1856), commencing with Number One, and payable in advance, or on the reception of the numbers already published at the time of making the subscription. N. A. CALKINS, Publisher, No. 348 Broadway, New York. All communications relating to the *American Journal of Education* may be addressed Dec., 1855. HENRY BARNARD, Hartford, Connecticut.

THE STUDENT AND SCHOOLMATE;

A MONTHLY READER FOR SCHOOL AND HOME INSTRUCTION. Edited by C. A. CALKINS and A. R. PHIPPEN. The objects of this Magazine are to supply wants long felt by Teachers: first, a Monthly Class Reader, coming, with something new and interesting, each month to awaken a fresh and deeper interest in the reading exercises. Secondly, new Speeches and Dialogues for School Declamation. Thirdly, a Magazine that will more intimately unite the instruction of School with reading in the family, while it stimulates youth to self-improvement. Every school and family should have it.—Terms: \$1.00 a year, in advance. Teachers wanted in every town to act as Agents. Apply at once, Post-paid, to

ROBINSON & RICHARDSON,
Publishers, 119 Washington street, Boston.

THE EXHIBITION SPEAKER,

A BOOK for Schools, containing Plays, Farces, Tragedies, Tableaux Dialogues, &c., expressly adapted for School Exercises. It gives all the necessary directions for the use of the voice, and for correct elocution, gesture, position, action, &c. It contains also a complete school of Gymnastics, with engravings and full directions. Altogether this is one of the most useful School Books of the age. For young persons who propose to get up amateur plays, it is likewise invaluable. It is a handsomely bound book, and we send it free of postage for 37 cents per copy. Send cash to

D. M. DEWEY, Bookseller, Rochester, New-York.
N. B.—Every School Teacher should have a copy.

GENERAL LITERARY AGENCY IN LONDON.

DANIEL F. OAKLEY, Bookseller, Publisher, Printer, Stationer, &c., of the late Firm of PARTRIDGE, OAKLEY & Co., having taken commodious premises in Paternoster-Row, London, begs to offer his services as COMMISSION AGENT or CORRESPONDENT to any respectable house in either of the above trades, requiring to make purchases in, or to consign goods to, or transact other business with, Great Britain. Large experience, combined with a thorough practical knowledge of Printing, Publishing, Bookselling, and Stationery, in all their various departments, will enable Mr. Oakley to do full justice to those who may favour him with their Commissions.

Books, Periodicals, Newspapers, and every thing connected with Literature and the Fine Arts, forwarded with regularity and despatch.

Literary Institutions, Merchants, and Shippers, supplied with miscellaneous Book Parcels, on advantageous terms.

Letters and parcels should be addressed (free) to "DANIEL F. OAKLEY, Publisher, &c., 21, Warwick-Lane, Paternoster-Row, London;" and all orders should contain a remittance, or reference in England.

TEACHER WANTED.

HEAD MASTER WANTED FOR THE "RICHMOND COUNTY GRAMMAR SCHOOL." For qualification, see 16 Vic., cap 188, sec. 9, subsec. 2. Application to be made to Chairman.

RICHMOND, Jan. 12, 1856.

ADVERTISEMENTS inserted in the *Journal of Education* for one half-penny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7½d. each.

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

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