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THE
JOURNAL OF EDUCATION

FOR

Upper Canada,

EDITED BY

THE REVEREND EGERTON RYERSON, D.D.,

Chief Superintendent of Schools;

ASSISTED BY MR. J. GEORGE HODGINS.

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TORONTO, JANUARY, 1849.

No. 1.

Address

TO THE INHABITANTS OF UPPER CANADA, ON THE SYSTEM OF FREE SCHOOLS.

BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

I beg to invite the attention of the Public Press, of District Councillors and School Trustees, of Clergy and Magistrates, and of all persons anxious for the education of all Canadian youth, to the principle on which the expense of promoting that object should be defrayed. The School Law authorises two methods, in addition to that of voluntary contribution; the method of rate-bill on parents sending children to School, and the method of assessment on the property of all, and thus securing to the children of all equal access to School instruction. The discretionary power of adopting either method, is placed by law—where I think it ought to be placed—in the hands of the people themselves in each municipality. My present object is, simply to submit to your consideration the principal reasons which induce me to think that the one of these methods is better than the other, in order to secure to your children the advantages of a good education. The method which I believe you will find most efficient, has been thus defined: "A tax upon the property of all by the majority for the education of all."

1. My first reason for commending this as the best method of providing for the education of your children is, that the people who have been educated under it for two hundred years, are distinguished for personal independence, general intelligence, great industry, economy and prosperity, and a wide diffusion of the comforts and enjoyments of domestic life. The truth of this remark in reference to the character and condition of the people of the New-England States, will, I presume, be disputed by none. If their system of civil government be thought less favorable to the cultivation and exercise of some of the higher virtues than that which we enjoy, the efficacy of their School system is the more apparent under circumstances of comparative disadvantage. I will give the *origin* of this School system in the words of the *English Quarterly Journal of Education*—published under the superintendence of the Society for the Diffusion of Useful Knowledge, and at a time when LORD BROUGHAM was Chairman and LORD JOHN RUSSELL, Vice-Chairman of the Committee:

"The first hint of this system—the great principle of which is, that the property of *all* shall be taxed by the *majority* for the education of *all*—is to be found in the records of the city of Boston for the year 1635, when, at a public or 'body' meeting, a school-master was appointed 'for the teaching and nurturing of children among us,' and a portion of the public lands given him for his support. This, it should be remembered, was done within five years after the first peopling of that little peninsula, and before the humblest wants of its inhabitants were supplied; while their very subsistence from year to year was uncertain; and when no man in the colony slept in his bed without apprehension from the savages, who not only everywhere crossed on their borders, but still dwelt in the midst of them.

"This was soon imitated in other villages and hamlets springing up in the wilderness. Winthrop, the earliest governor of the colony, and the great patron of Free-schools, says in his journal

under date of 1645, that divers Free-schools were erected in that year in other towns, and that in Boston it was determined to allow for ever £50 a year to the master with a house, and £30 to an usher. But thus far only the individual towns had acted. In 1647, however, the Colonial Assembly of Massachusetts made *provision by law*, that every town in which there were fifty families should keep a Free-school, in which reading and writing could be taught; and every town where there were one hundred families should keep a school, where youth could be prepared in Latin, Greek, and mathematics, for the College or University, which in 1638 had been established by the same authority at Cambridge. In 1656 and 1672, the colonies of Connecticut and New-Haven enacted similar laws; and from this time the system spread with the extending population of that part of America, until it became one of its settled and prominent characteristics, and has so continued to the present day."

I will now present the character of this system in the words of those who best understand it. That great American Statesman, DANIEL WEBSTER, received his early training in a Free-school, and stated on one occasion, that had he as many children as old Priam himself, he would send them all to the Free-school. Mr. WEBSTER, in his published Speech on the Constitution of Massachusetts, expresses himself on its Free-school system in the following words:—

"In this particular, New-England may be allowed to claim, I think, a merit of a peculiar character. She early adopted and has constantly maintained the principle, that it is the undoubted right, and the bounden duty of government, to provide for the instruction of all youth. That which is elsewhere left to chance, or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefited by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent, in some measure, the extension of the penal code, by inspiring a salutary and conservative principle of virtue and knowledge in an early age. We hope to excite a feeling of respectability and a sense of character, by enlarging the capacity, and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possibly, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law, and the denunciations of religion, against immorality and crime. We hope for a security, beyond the law, and above the law, in the prevalence of enlightened and well-principled moral sentiment. We hope to continue and prolong the time, when, in the villages and farm-houses of New-England, there may be undisturbed sleep within unbarred doors. And knowing that our government rests directly on the public will, that we may preserve it, we endeavour to give a safe and proper direction to that public will. We do not, indeed, expect all men to be philosophers or statesmen; but we confidently trust, and our expectation of the duration of our system of government rests on that trust, that by the diffusion of general knowledge and good and virtuous sentiments, the political fabric may be secure, as well against open violence and overthrow, as against the slow but sure undermining of licentiousness."

The Hon. EDWARD EVERETT,—late President of Harvard University, late Governor of the State of Massachusetts, and late American Ambassador to England—remarks as follows, in his Address on the *Advantage of Useful Knowledge to Working Men* :—

“Think of the inestimable good conferred on all succeeding generations by the early settlers of America, who first established the system of public schools, where instruction should be furnished *gratis*, to all the children in the community. No such thing was before known in the world. There were schools and colleges, supported by funds which had been bequeathed by charitable individuals; and in consequence, most of the Common Schools of this kind in Europe, were regarded as establishments for the poor. So deep-rooted is this idea, that when I have been applied to for information as to our public schools from those parts where no such system exists, I have frequently found it hard to obtain credit, when I have declared, that there is nothing disreputable in the public opinion here, in sending children to schools supported at the public charge. The idea of Free-schools for the whole people, when it first crossed the minds of our forefathers, was entirely original; but how much of the prosperity and happiness of their children and posterity has flowed from this living spring of public intelligence.”

The following extracts from the Annual School Reports of 1847 and 1848, prepared by the Secretary of the Massachusetts Board of Education, deserve special attention as well for the beauty of their language as for the nobleness of the sentiments which they express :—

“The present year (1847,) completes the second century since the Free Schools of Massachusetts were first established. In 1647, when a few scattered and feeble settlements, almost buried in the depths of the forests were all that constituted the Colony of Massachusetts; when the entire population consisted of twenty-one thousand souls; when the external means of the people were small, their dwellings humble, and their raiment and subsistence scanty and homely; when the whole valuation of all the colonial estates, both public and private, would hardly equal the inventory of many a private individual at the present day; when the fierce eye of the savage was nightly seen glaring from the edge of the surrounding wilderness, and no defence or succor was at hand: it was then, amid all these privations and dangers, that the Pilgrim Fathers conceived the magnificent idea of a Free and Universal Education for the people; and, amid all their poverty, they stinted themselves to a still scantier pittance; amid all their toils, they imposed upon themselves still more burdensome labors; amid all their perils, they braved still greater dangers, that they might find the time and the means to reduce their grand conception to practice. Two divine ideas filled their great hearts,—their duty to God and to posterity. For the one, they built the church; for the other, they opened the school. Religion and Knowledge!—two attributes of the same glorious and eternal truth,—and that truth, the only one on which immortal or mortal happiness can be securely founded.

“As an innovation upon all pre-existing policy and usages, the establishment of Free Schools was the boldest ever promulgated, since the commencement of the Christian era. As a theory, it could have been refuted and silenced by a more formidable array of argument and experience than was ever marshalled against any other opinion of human origin. But time has ratified its soundness. Two centuries now proclaim it to be as wise as it was courageous, as beneficent as it was disinterested. It was one of those grand mental and moral experiments whose effects cannot be determined in a single generation. But now, according to the manner in which human life is computed, we are the sixth generation from its founders, and have we not reason to be grateful both to God and man for its unnumbered blessings? The sincerity of our gratitude must be tested by our efforts to perpetuate and improve what they established.”—(*Tenth Annual Report to the Board of Education, for 1847*, pp. 107, 108.)

“The Massachusetts school system represents favorably the system of all the New-England states. Not one of them has an element of prosperity or of permanence, of security against

decay within, or the invasion of its rights from without, which ours does not possess. Our law requires that a school should be sustained in every town in the State,—even the smallest and the poorest not being excepted;—and that this school shall be as open and free to all the children as the light of day, or the air of heaven. No child is met on the threshold of the school-house door, to be asked for money, or whether his parents are native or foreign, whether or not they pay a tax, or what is their faith. The school-house is common property. All about it are enclosures and hedges, indicating private ownership and forbidding intrusion; but there is a spot which even rapacity dares not lay its finger upon. The most avaricious would as soon think of monopolizing the summer cloud, as it comes floating up from the west to shed its treasures upon the thirsty earth, as of monopolizing these fountains of knowledge. Public opinion,—that sovereign in representative governments,—is in harmony with the law. Not infrequently there is some private opposition, and occasionally it avows itself and assumes an attitude of hostility; but perseverance on the part of the friends of progress always subdues it, and the success of their measures eventually shame it out of existence.”—(*Eleventh Annual Report, 1848*, pp. 88, 89.)

“It is a gratifying circumstance that many of our sister States, convinced by our success, have followed our example; and, at the present time, in the rich and populous county of Lancashire, in England, a movement is on foot, led on by some of the best men in the United Kingdom, whose object is to petition Parliament for a charter, empowering that County to establish a system of Free Schools, on a basis similar to ours.”—(*ib.* p. 24.)

These extracts contain the testimony of the most competent witnesses as to the principles and efficiency of the Free-school system; while the well-known character of the New-England people for self-reliance, economy, industry, morality, intelligence and general enterprise, is a sufficient illustration of the influence and tendency of the system, even under the admitted disadvantage of a defective Christianity and a peculiar form of government. What such a system of schools has accomplished in the less genial climate of New-England under such circumstances, will it not accomplish in Upper Canada under more favorable circumstances? It is worthy of remark, that in no State or City where the Free-school system has been fairly tried, has it ever been abandoned. The inhabitants of New-England who have tried it for two centuries, (and they are second to no people in their rigid notions of economy and individual rights,) regard it as the greatest blessing which their country enjoys, and her highest glory. Other cities, towns and states are adopting the New-England system of supporting schools as fast as they become acquainted with its principles and operations.

2. The second ground on which I commend this system of supporting Common Schools to your favorable consideration, is its cheapness to parents educating their children. I will select the example of one District, rather better than an average specimen; and the same mode of reasoning will apply to every District in Upper Canada, and with the same results. In one District there were reported 200 Schools in operation in 1848; the average time of keeping open the Schools was eight months; the average salaries of teachers was £45 7s. 1d., the total amount of the money available for the Teachers' Salaries, including the Legislative Grant, Council Assessment and Rate-bills, was £7,401 18s. 4½d; the whole number of pupils between the ages of five and sixteen years on the School Registers, was 9147; the total number of children between those ages resident in the District, 20,600; cost per pupil for eight months, about *sixteen shillings*. Here it will be seen that more than one half of the children of school age in the District were not attending any school. Now, suppose the schools be kept open the whole year, instead of two-thirds of it; suppose the male and female Teachers to be equal in number, and the salaries of the former to average £60, and those of the latter £40; suppose the 20,600 children to be in the schools instead of 9147 of them. The whole sum required for the salaries of teachers would be £10,000—the cost per pupil would be less than *ten shillings*—less than five shillings per inhabitant—which would be reduced still further by deducting the amount of the Legislative School Grant. Thus would a provision be made for the education of every child in the District for the whole year; there would be no trouble or disputes about quarterly school-rate-bills; there would

be no difficulty in getting good teachers; the character and efficiency of the schools would be as much improved as the attendance of pupils would be increased; every child would be educated, and educated by the contribution of every man according to his means.

3. This is also the most effectual method of providing the *best*, as well as the *cheapest*, school for the youth of each School Section. Our schools are now often poor and feeble, because a large portion of the best educated inhabitants stand aloof from them, as unworthy of their support, as unfit to educate their children. Thus the Common Schools are frequently left to the care and support of the least instructed part of the population, and are then complained of as inferior in character and badly supported. The free school system makes every man a supporter of the school according to his property. All persons—and especially the more wealthy—who are thus identified with the school, will feel interested in it; they will be anxious that their contributions to the school should be as effective as possible, and that they themselves may derive all possible benefit from it. When all the inhabitants of a School Section thus become concerned in the school, its character and efficiency will inevitably be advanced. The more wealthy contributors will seek to make the school *great* and efficient for the English education of their own children; the Trustees will be under no fears from the disinclination or opposition of particular individuals in employing a suitable teacher and stipulating his salary; and thus is the foundation laid for a good school, adapted to all the youth of the Section. The character of the school will be as much advanced, as the expense of it to individual parents will be diminished; the son of the poor man, equally with the son of the rich man, will drink from the stream of knowledge at the common fountain, and will experience corresponding elevation of thought, sentiment, feeling, and pursuit. Such a sight cannot fail to gladden the heart of Christian humanity.

4. The free school system is the true, and, I think, only effectual remedy for the pernicious and *pauperising* system which is at present incident to our Common Schools. Many children are now kept from school on the alleged grounds of parental poverty. How far this excuse is well founded, is immaterial to the question in hand; of the fact of the excuse itself, and of its wide-spread, blasting influence, there can be no doubt. Trustees of schools are also invested with authority to exonerate poor parents, desirous of educating their children, from the payment of a school rate-bill—an additional amount of rate-bill being imposed upon the more wealthy parents of children attending the school, in order to make up the deficiencies occasioned by the exemption of the poorer parents. Such parents are thus invested with the character of *paupers*; their children are educated as *pauper* children; while other parents, sooner than attach to themselves and children such a designation, will keep their children from the school altogether—thus, entailing upon them the curse of ignorance, if not of idleness, in addition to the misfortune of poverty. Now, while one class of poor children are altogether deprived of the benefits of all education by parental pride or indifference; the other class of them are educated as *paupers*, or as *ragged* scholars. Is it not likely that children educated under this character, will imbibe the spirit of it? If we would wish them to feel and act and rely upon themselves as free men when they grow up to manhood, let them be educated in that spirit when young. Such is the spirit of the free school system. It banishes the very idea of *pauperism* from the school. No child comes there by *sufferance*; but every one comes there upon the ground of *right*. The poor man as well as the rich man pays for the support of the school according to his means; and the right of his son to the school is thus as legal as that of the rich man's son. It is true, the poor man does not pay as large a tax in the abstract as his rich neighbour; but that does not the less entitle him to the protection of the law; nor should it less entitle him to the advantages provided by law for the education of his children. The grovelling and slavish spirit of pauperism becomes extinct in the atmosphere of the free school. Pauperism and poor laws are unknown in free school countries; and a system of free schools would, in less than half a century, supersede their necessity in any country.

5. The system of free schools makes the best provision and furnishes the strongest inducements for the education of every youth in each School Section of the land. To compel the education of

children by the terror of legal pains and penalties, is at variance with my ideas of the true method of promoting universal education; but to place before parents the strongest motives for educating their children, and to provide the best facilities for that purpose, is alike the dictate of sound policy and Christian patriotism. The quarterly rate-bill system holds out an inducement and temptation to a parent to keep his child from the school. The parent's temptation and difficulty is increased in proportion to the number of children he has to educate. The rate-bill is always sufficient to tempt the indifferent parent to keep his child or children from the school; it often compels the poor man to do so, or else to get them educated as paupers. In proportion to the smallness of the school will be the largeness of the rate-bill on each of the few supporters of it, in order to make up the salary of the Teacher; and as the school diminishes in pupils, will the rate-bill increase on those that remain. The withdrawal of every pupil from the school lessens the resources of the Trustees to fulfill their engagement with the Teacher, and increases the temptation to others to remove their children also. Thus are Trustees often embarrassed and perplexed—Teachers deprived of the just fruits of their labours—good Teachers retiring and poor ones substituted—schools often closed, and hundreds and thousands of children left without school instruction of any kind. Now, the free school system of supporting schools puts an end to most of these evils. A rate being imposed upon each inhabitant of a School Section according to his means, provision is at once made for the education of every child in such Section. Every parent feels that having paid his school-rate,—whether little or much—he has paid what the law requires for that year's Common School education of all his children, and that they are all entitled by law to the benefits of the school. However poor a man may be, having paid what the law requires, he can claim the education of his children as a legal right, and not supplicate it as a cringing beggar. His children go to the school, not in the character and spirit of ragged pauperism, but in the ennobling spirit of conscious right, and on equal vantage ground with others. Each parent feeling that he has paid for the education of his children, naturally desires that they may have the benefit of it. While therefore the *quarterly rate-bill per pupil* is a temptation to each parent to keep his children from the school, the *annual school rate upon property* furnishes each parent with a corresponding inducement to send his children to school—relieving Trustees at the same time from all fear and uncertainty as to the means of providing for the Teacher's salary. It is not, therefore, surprising to find that wherever the free school system has been tried in Upper Canada or elsewhere, the attendance of pupils at school has increased from fifty to three hundred per cent. The facilities thus provided for the education of each child in a School Section, will leave the ignorant, careless, or unnatural parent without excuse for the educational neglect of his children. The finger of universal reproof and scorn pointed at him will soon prove more powerful than statute law, and, without infringing any individual right, will morally compel him, in connexion with higher considerations, to send his children to school. This is the system of "compulsory education" I wish to see every where in operation—the compulsion of provision for the universal education of children—the compulsion of their universal right to be educated—the compulsion of universal interest in the school—the compulsion of universal concentrated opinion in behalf of the education of every child in the land. Under such a system, in the course of ten years, an uneducated Canadian youth would be a monstrous phenomenon.

6. The system of Free Schools may also be commended upon the ground of its tendency to promote unity and mutual affection among the inhabitants of each school division. The imposition of quarterly rate-bills is a source of frequent neighbourhood disputes and divisions. The imposition of an annual rate upon all the inhabitants of a School Section according to property puts an end to quarterly rate-bill disputes and divisions, unites the feelings as well as its interests of all in one object, and tends to promote that unity and mutual affection which a unity of object and an oneness of interest are calculated to create. The care and interest of one will be the care and interest of all—that is, to have the best school possible;—and the intellectual light of that school, like the material light of heaven, will freely beam upon every child in the School Section.

7. I think the system of Free Schools is, furthermore, most consonant with the true principles and ends of civil government. Can a more noble and economical provision be made for the security of life, liberty and property than by removing and preventing the accumulation of that ignorance and its attendant vices which are the great source of insecurity and danger, and the invariable pretext if not justification of despotism? Are any natural rights more fundamental and sacred than those of children to such an education as will fit them for their duties as citizens? If a parent is amenable to the laws who takes away his child's life by violence, or wilfully exposes it to starvation, does he less violate the inherent rights of the child in exposing it to moral and intellectual starvation? It is noble to recognize this inalienable right of infancy and youth by providing for them the means of the education to which they are entitled,—not as children of particular families, but as children of our race and country. And how perfectly does it harmonize with the true principles of civil government, for every man to support the laws and all institutions designed for the common good, according to his ability. This is the acknowledged principle of all just taxation; and it is the true principle of universal education. It links every man to his fellow-man in the obligations of the common interests; it wars with that greatest, meanest foe to all social advancement—the isolation of selfish individuality; and implants and nourishes the spirit of true patriotism by making each man feel that the welfare of the whole society is his welfare—that collective interests are first in order of importance and duty, and separate interests are second. And such relations and obligations have their counterpart in the spirit and injunctions of our Divine Christianity. There, while every man is required to bear his own burden according to his ability, the strong are to aid the weak, and the rich are to supply the deficiencies of the poor. This is the pervading feature and animating spirit of the Christian religion; and it is the basis of that system of supporting public schools which demands the contribution of the poor man according to his penury, and of the rich man according to his abundance.

8. But against this system of Free Schools, certain OBJECTIONS have been made; the principal of which I will briefly answer.

First objection: "The Common Schools are not fit to educate the children of the higher classes of society, and therefore these classes ought not to be taxed for the support of the Common Schools."

Answer. The argument of this objection is the very cause of the evil on which the objection itself is founded. The unnatural and unpatriotic separation of the wealthier classes from the Common School, has caused its inefficiency and alleged degradation. Had the wealthy classes been identified with the Common School equally with their poorer neighbors,—as is the case in Free-school countries—the Common School would have been fit for the education of their children, and proportionally better than it now is for the education of the children of the more numerous common classes of society. In Free School Cities and States, the Common Schools are acknowledged to be the best elementary schools in such Cities and States; so much so, that the Governor of the State of Massachusetts remarked at a late school celebration, that if he had the riches of an Astor, he would send all his children through the Common School to the highest institutions in the State. If the wealthy classes can support expensive private schools, their influence and exertions would elevate the Common School to an equality with, if not superiority over, any private school, at less expense to themselves, and to the great benefit of their less affluent neighbors. The support of the education which is essential for the good of all, should be made obligatory upon all; and if all are combined in support of the Common School, it will soon be rendered fit for the English education of all. If persons do not choose to avail themselves of a public institution, that does not release them from the obligations of contributing to its support. It is also worthy of remark, that the Board of Trustees in each City and incorporated Town in Upper Canada, has authority to establish male and female primary, secondary and high schools, adapted to the varied intellectual wants of each City and Town; while in each country School Section, it requires the united means of intelligence of the whole population to establish and support one thoroughly good school.

Second objection: "It is unjust to tax persons for the support

of a school which they do not patronize, and from which they derive no individual benefit."

Answer. If this objection be well founded, it puts an end to school tax of every kind, and abolishes school and college endowments of every description; it annihilates all systems of public instruction, and leaves education and schools to individual caprice and inclination. This doctrine was tried in the Belgian Netherlands after the revolt of Belgium from Holland in 1830; and in the course of five years, educational desolation spread throughout the kingdom, and the Legislature had to interfere to prevent the population from sinking into semi-barbarism. But the principle of public tax for schools, has been avowed in every school assessment which has ever been imposed by our Legislature, or by any District Council; the same principle is acted upon in the endowment of a Provincial University—for such endowment is as much public property as any part of the public annual revenue of the country. The principle has been avowed and acted upon by every republican State of America, as well as by the Province of Canada and the countries of Europe. The only question is, as to the *extent* to which the principle should be applied—whether to raise a part or the whole of what is required to support the public school. On this point it may be remarked, that if the principle be applied at all, it should be applied in that way and to that extent which will best promote the object contemplated—namely, the sound education of the people; and experience, as well as the nature of the case, shows, that the free system of supporting schools is the most, and indeed the only, effectual means of promoting the universal education of the people.

I remark further on this *second* objection, that if it be sound, then must the institutions of government itself be abandoned. If a man can say, I am not to be taxed for the support of what I do not patronize, or from which I receive no individual benefit, then will many a man be exempted from contributing to support the administration of Justice, for he does not patronize either the civil or criminal Courts; nor should he pay a tax for the erection and support of jails, for he seeks no benefit from them. Should it be said, that jails are necessary for the common safety and welfare, I answer are they more so than Common Schools? Is a jail for the confinement and punishment of criminals more important to a community than a school for education in knowledge and virtue? In all good governments the interests of the majority are the rule of procedure; and in all free governments the voice of the majority determines what shall be done by the whole population for the common interests, without reference to isolated individual cases of advantage or disadvantage, of inclination or disinclination. Does not the Common School involve the common interests; and the Free-school system supposes a tax upon all by the majority for the education of all.

I observe again on this *second* objection, that what it assumes as fact is not true. It assumes that none are benefited by the Common School but those who patronize it. This is the lowest, narrowest and most selfish view of the subject, and indicates a mind the most contracted and grovelling. This view applied to a Provincial University, implies that no persons are benefited by it except graduates; applied to criminal jurisprudence and its requisite officers and prisons, it supposes that none are benefited by them except those whose persons are rescued from the assaults of violence, or whose property is restored from the hands of theft; applied to canals, harbours, roads, &c., this view assumes that no persons derive any benefit from them except those who personally navigate or travel over them. The fact is, that whatever tends to diminish crime and lessen the expenses of criminal jurisprudence, enhances the value of a whole estate of a country or district; and is not this the tendency of good Common School education? And who has not witnessed the expenditure of more money in the detection, imprisonment and punishment of a single uneducated criminal, than would be necessary to educate in the Common School half a dozen children? Is it not better to spend money upon the *child* than upon the *culprit*—to prevent crime rather than punish it? Again, whatever adds to the security of property of all kinds increases its value; and does not the proper education of all kinds do so? Whatever also tends to develop the physical resources of a country, must add to the value of property; and is not this the tendency of the education of the people? Is not education in fact

the power of the people to make all the resources of their country tributary to their interests and comforts? And is not this the most obvious and prominent distinguishing feature between an educated and uneducated people—the power of the former, and the powerlessness of the latter, to develop the resources of nature and providence, and make them subservient to human interests and enjoyments? Can this be done without increasing the value of property? I verily believe, that in the sound and universal education of the people, the balance of gain *financially* is on the side of the wealthier classes. If the poorer classes gain in intellectual power and in the resources of individual and social happiness, the richer classes gain proportionally, I think more than proportionally, in the enhanced value of their property. As an illustration, take any two neighbourhoods, equal in advantages of situation and natural fertility of soil—the one inhabited by an ignorant, and therefore unenterprising, grovelling, if not disorderly population; the other peopled with a well-educated, and therefore enterprising, intelligent and industrious class of inhabitants. The difference in the value of all real estates in the two neighbourhoods is ten if not an hundred fold greater than the amount of school tax that has ever been imposed upon it. And yet it is the **SCHOOL** that makes the difference in the two neighbourhoods; and the larger the field of experiment the more marked will be the difference. Hence in Free School countries, where the experiment has been so tested as to become a system, there are no warmer advocates of it than men of the largest property and the greatest intelligence—the profoundest scholars and the ablest statesmen.

It has also been objected, that the lands of absentees ought not to be taxed for the support of schools in the vicinity of such lands. I answer, the inhabitants of the School Sections in which such lands are situated are continually adding to the value of those lands by their labours and improvements, and are therefore entitled to some return, in the shape of a local school tax, from such absentee landholders.

The objection that the Free-school system is a *pauperising* system has been sufficiently answered and exposed in a preceding part of this address. Such a term is only applicable to the present rate-bill system, as I have shown; and the application of it to the Free School system is an exhibition of the sheerest ignorance of the subject, or a pitiful manœuvre of selfishness against the education of the working classes of the people. History is unanimous in the assertion, that the first race of New-England pilgrims were the best educated and most independent class of men that ever planted the standard of colonization in any new country. Yet among these men did the system of Free Schools originate; by their free and intelligent descendants has it been perpetuated and extended; their universal education has triumphed over the comparative barrenness of their soil and the severity of their climate, and made their States the metropolis of American manufactures and mechanic arts, and the seat of the best Colleges and Schools in America. Nor is a page of their educational history disfigured with the narrative of a “ragged school,” or the anomaly of a *pauper* pupil.

I submit then the great question of Free Schools, or of universal education, (for I hold the two to be synonymous in *fact*) to the grave consideration of the Canadian public. I think it properly appertains to the inhabitants of each school municipality to decide for themselves on this subject. I desire no further Legislative interference than to give the inhabitants of each school division the power of supporting their own school as they please. Of the result of their inquiries as to the best mode of supporting their school, I have no doubt; and in that result I read the brightest hope and the greatest wealth of future Canada.

E. RYERSON.

EDUCATION OFFICE,

Toronto, January, 1840.

N. B.—I have taken no notice of the objection founded upon the inequality and injustice of the *assessment laws*, in regard to Cities and Towns as well as country School Sections; as that objection lies against the assessment laws, and not against the principle of the Free School system; and as, I trust, the imperfection of the *assessment laws* will be shortly remedied by Legislative enactment.

E. R.

COMMON AND FREE SCHOOLS, &c.

Common School System, State of New York—Extract from the Message of Governor Fish to the State Senate and Assembly, January 1840.—The Common School System of the State continues efficient in the discharge of its important objects. The number of organized School Districts, reported during the past year, was 10,621; and the number of children taught in the Common Schools during the year was 775,723, being an increase of 27,336 over the number reported the preceding year. The number of incorporated and private schools reported was 4,785, in which 32,256 children were taught, making the aggregate of 807,979 children, who receive instruction in the Common and Private Schools of the State. The amount of public moneys paid for teachers' wages, during the year, was \$639,008 00; and the amount paid on rate bills for teachers' wages was \$466,674 44, being an aggregate of \$1,105,682 44.

Intimately connected with the success of institutions of learning, is the establishment and support of libraries for the use of the public. The liberal and far-seeing policy of the law in 1838 provided for the formation and gradual increase of libraries in each of the School Districts of the State. During the past year \$31,624 05 have been expended by the State for this object. Upwards of one million three hundred thousand volumes have already been distributed, carrying the means of mental culture into every portion of our wide-spread territory. This beneficent legislation of the State, has recently been seconded by a signal example of individual liberality on the part of Mr. Astor, who, though not a native of our land, had realized in his own career the benefits of the full and fair participation in the privileges which the liberal policy of our institutions extends to all, without regard to the place or the circumstances of birth.

From the representations made to me, I am led to believe that the restoration of the office of County Superintendent would be productive of good to the School system. One of the injurious consequences of its abolition, as I am informed by the Department, is, that the reports for which it depended wholly on those officers, are now greatly diminished in number, and that many of those received are so imperfect as to be of little value.

The report of the Executive Committee of the Normal School will show the condition of that most valuable agent in the cause of education. This school is doing a great and good work. It has ceased to be an experiment, and under its present judicious management, it is growing in the confidence of its friends, and attracting the interest of many who once doubted its practicability, or its usefulness.

Free Schools in the State of New-York.—The Buffalo Commercial Advertiser says,—

“We are glad to learn that the great measure of establishing a system of Free Schools throughout the State has been thus early in the session brought to the attention of the Legislature. Mr. Hawley has given notice that he shall introduce a bill for the establishment of such a system. This is as it should be. Although our Common School system is the next thing to Free now—as all may attend them whether able to pay or not—yet a distinction is made, and a partiality exists which the proposed action will do away with. Free Schools, based upon the property of the State, is the true policy. They thus become, as it were, a part of the government—a restraining influence—a conservative element which fits and prepares our citizens for their other duties. General education, physical, intellectual, and moral, is one of the greatest safeguards of a State, and renders unnecessary, to a great extent, the exercise of the coercive powers of the government. The public sentiment of the State, we believe, is decidedly in favor of a system of Free Schools, and from present indications we have no doubt but that one will be established by the present Legislature.”

Free Schools in the State of Indiana.—At the last general election the people decided by a large majority in favor of establishing the system of Free Schools throughout this State.

The National Society for Education in England.—A Report has been issued by the Committee of this Society, which shows that, during the last five years, accommodation has been provided in National Schools for 265,542 scholars; that the total expenditure in building schools and teachers' residences has been £768,000, of which about one-sixth is contributed by the Society, and about two-sevenths by the Committee of Council on Education; that in five Normal institutions, viz., three for schoolmasters and two for schoolmistresses, 1042 students have received proper training; and that, if the ratio of the last two years should be sustained,—the Society will henceforth send out annually upwards of two hundred trained teachers; that National diocesan training institutions have been provided, with the advice and help of the Society, at Chester, York, Durham, and various other places; and the Report concludes with an earnest appeal to the public for support, the means at the disposal of the National Society for the building and improving of schools in the country being entirely exhausted.—[London News.

Selections.

DUTY OF TRUSTEES IN THE SELECTION OF TEACHERS.

Pecuniary considerations should have little or no influence in the selection of teachers. Better procure a good Teacher at forty dollars per month, and let him teach a quarter of the time, than to procure a poor Teacher at ten dollars per month, and let him teach the whole time. Nay, it is better to give what money you have for the services of a good Teacher, let the time be as short as it may, than to take a poor Teacher the year round for nothing. Were you in danger of losing your eyesight, you would sooner employ a skilful oculist, at any price, than suffer a miserable quack to operate upon the precious organs gratuitously. Were your property all at stake in the county court, you would sooner pay well an advocate who could secure your rights, than accept the free services of an unskilful pettifogger, who would not only lose your cause but subject you to heavy cost and trouble. Or, were you a maker of silver wares and gold watches, you would cheerfully give half your profits to a journeyman who was experienced in the business, rather than permit a backwoodsman to work among your jewelry for nothing. Why then, should you employ a poor Teacher, because he is cheap, to work among the minds of your children, which are to you more precious than jewels, more valuable than wealth, and dearer than the apple of your eye?—*Mass. Local School Reports.*

DUTY OF PARENTS IN VISITING THE SCHOOL.

Parents should not only attend the examinations, but they should frequently drop in and spend an hour or two, during the term. It would greatly encourage both teachers and scholars. In the one it would awaken new diligence and zeal, to the other it would prove a powerful stimulus to study. It would have a tendency to allay disorders and prevent dissatisfaction. And besides, it is a sacred duty which parents owe to their children. If the bodies of your children were deformed and ill-shapen, and a physician were employed to remedy the defects, to straighten rickety limbs and replace distorted bones, would you feel no interest in the process or result? Would you take no notice of the labours of the surgeon? Would you not rather pay many visits to the operator's room, to witness his patient and faithful efforts, as well as to rejoice with him at last in the triumphs of his skill? And can you feel less interest in the operations upon the minds of your children,—the noble, intellectual, immortal part? Will you never go and look upon the process and progress of the work? Will you not rather go often into the Teacher's workshop, where the minds of your children are shaped and moulded, and where impressions are being made, unchangeable as time and lasting as eternity?—*Ibid.*

QUALIFICATIONS AND DUTIES OF TEACHERS.

School-teaching, like music, is a science to be studied, as well as an art to be practised. Hence the expediency of our Normal Schools,—a bright star dawning in our horizon; an enterprise truly laudable in its purpose, and deserving the countenance and patronage of the public. * * * Teachers should be well qualified, in all respects, for teaching and governing the young. They should be apt to teach, and able to teach with accuracy,—to develop and mould the minds of their pupils, and foster in them habits of thinking for themselves, rather than of loading the memory only with the ideas of others. They should choose the occupation for its own sake, and not solely for its reputableness, its comparative lucrativeness or ease. They should be devoted to their charge, and readily secure their confidence and affection. They should inculcate morals as well as science, nurture the heart no less than the intellect. Let all our schools be furnished with teachers of such a stamp, and they would soon shed around them a beneficent influence, that would tell most happily on coming generations.—*Ib.*

BENEFITS OF COMMON SCHOOL LIBRARIES.

The scholars in the districts have taken great interest in reading the library books, and they are to be found in almost every family in town, and, indeed, in families where they very seldom had any

other new book than an almanac, from one year's end to another. I remember of being at one of those houses, when a boy of ten years old came in, bringing with him a book which, he said, he had read through, and wished to exchange for another which the family had. When asked how he liked the library books, he said, "Very much. Before we had a library, I could get but few books to read, and used to spend my evenings at play, and now I stay at home and read all the library books that I can get." And at another house, hearing an old man giving a history of China, who among many other things said, if it was not for the fact that the land produced two crops of rice in a year, its vast multitude of inhabitants would starve to death. When asked his authority, he said, "I read it in one of the school library books." Who can calculate the vast amount of benefit we may expect to receive from the establishment of our school libraries? The old and the young are all partaking of their benefits. Whole families may be seen sitting around a winter's evening fire, listening with eager interest to the reading of some one of those books.—*Ibid.*

SCHOOLHOUSES vs. ARSENALS.

At a meeting recently held in Boston, Hon. Josiah Quincy thus beautifully contrasted the defences of the cities of Boston and Paris:

"The late King of the French, one of the most sagacious and austere sovereigns in the world, had caused to be expended *forty millions* of dollars for the defence of Paris, and had placed his batteries in such positions that their shots might reach every house in the city. Yet, at the first movement of the people he fled from his country with but a five-franc piece in his pocket. In a similar manner our own city has erected its batteries on every hill top, and designed also to throw a shot into every dwelling house. In this kind of defence, a defence of moral power, consists the welfare of the race, and the permanence of political institutions."—*Christian Citizen.*

WHAT EDUCATION IS.

Real, effective Education does not mean merely reading and writing, nor any degree, however considerable, of mere intellectual instruction. It is, in its largest sense, a process which extends from the commencement to the termination of existence. A child comes into the world, and at once his education begins. Often at his birth the seed of disease or deformity are sown in his constitution; and while he hangs at his mother's breast, he is imbibing impressions which will remain with him through life. During the first period of his infancy, the physical frame expands and strengthens; but its delicate structure is influenced for good or evil by all surrounding circumstances; cleanliness, light, air, food, warmth. By and by, the young being within shows itself more. The senses become quicker. The desires and affections assume a more definite shape. Every object which gives a sensation, every desire gratified or denied, every act, word, or look of affection or of unkindness, has its effect, sometimes slight and imperceptible, sometimes obvious and permanent, in building up the human being; or rather in determining the direction in which it will shoot up and unfold itself. Through the different states of the infant, the child, the boy, the youth, the man, the development of the physical, intellectual, and moral nature goes on, the various circumstances of his condition incessantly acting upon him—the healthfulness or unhealthfulness of the air he breathes; the kind, and the sufficiency of his food and clothing; the degree in which his physical powers are exerted; the freedom with which his senses are allowed or encouraged to exercise themselves upon external objects; the extent to which faculties of remembering, comparing, reasoning, are tasked; the sounds and sights of home, the moral example of parents; the discipline of school; the nature and degree of studies, rewards, and punishments; the personal qualities of his companions; the opinions and practices of the society, juvenile and advanced, in which he moves; and the character of the public institutions under which he lives. The successive operation of all these circumstances upon a human being from earliest childhood, constitutes his education; an education which does not terminate with the arrival of manhood, but continues through life—which is itself, upon the concurrent testimony of revelation and reason, a state of probation or education for a subsequent and more glorious existence.—*Edgeworth.*

How can we dispel ignorance? By educating the intellectual faculties. How can we prevent immorality? By educating the moral faculties.—*Dr. Adam Clarke.*

ARTS AND SCIENCES OF INSECTS AND ANIMALS.

Bees are *Geometricians*. Their cells are so constructed as, with the least quantity of material to have the largest sized spaces, and the least possible loss of interstices.

So also is the Ant-Lion. His funnel shaped trap is exactly correct in its conformation, as if it had been formed by the most skillful artists of our species, with the aid of the best instruments.

The Mole is a *Geologist*.

The bird called the Nine-Killer is an *Arithmetician*.

The Torpedo, the Ray, and the Electric Eel are *Electricians*.

The Nautilus is a *Navigator*. He raises and lowers his sails, casts and weighs anchor, and performs other nautical evolutions.

Whole tribes of birds are *Musicians*.

The Beaver is an *Architect, Wood Cutter, and Builder*. He cuts down trees, plans, and builds houses and dams.

The Marmot is a *Civil Engineer*. He not only builds houses, but constructs aqueducts and drains to keep them dry.

The Marmots are also *Agriculturists*. They cut down grass and make it into hay.

The white Ants maintain a regular army of soldiers.

The East India Ants are *Horticulturists*. They raise mushroom, upon which they feed their young.

Wasps are *Paper Makers*. Caterpillars are *Spinners*.

The Fire-fly and Glow-worm are *Lamplighters*.

The bird Ploceus Textor is a *Weaver*. He weaves a web to make his nest. The Spider also weaves a beautiful web.

The Prima is a *Tailor*. He sews leaves together to make his nest.

The Squirrel is a *Ferry-man*, with a chip, or a piece of bark for a boat, and his tail for a sail, he crosses a stream.

Dogs, Wolves, Jackals, and many others are *Hunters*.

The Black Bear and the Heron are *Fishermen*.

The Ants are *Contractors*, and have regular day-laborers.

The Monkey is a *Rope-dancer*, and the Mocking-Bird gives *Imitations*.

Of Government. The Bees live under a *Monarchy*.

The association of Beavers presents us with a model of *Republicanism*.

The Indian Antelopes furnish an example of *Patriarchal* government.

Elephants exhibit an *Aristocracy* of elders. Wild Horses are said to *Elect* their leaders.

Sheep, in the wild state, are under the control of a military chieftain, a mighty Ram.

Education. It is not certain that any of the lower animals have schools, but there is every reason to believe that the only form of education known among them is what is called *Parental*, and in this respect, the fidelity of the lower animals may put to shame many parents who claim lordship over them.

THE FIRST FREE SCHOOL.

The Waldenses, ancestors to the Vaudois, were the first people in Europe who made regulations as a community, that all the children of every degree should be taught the elementary branches of an education. For ages before the Scotch Parliament in 1494, made enactments which compelled the *barons* and substantial *freeholders* to send their *sons* to school, the Waldenses had taken care that *all* the children, including those of the poorest goatherds should have access to some school free from expense. Their teachers were their pastors, the two professions at that time being hardly separable. In other countries of Europe, learning was saved by the Priesthood from utter extinction for their own use and advantage; these saved it by accretion, but the Vaudois saved it by diffusion. Bernard of the 12th century, thus testifies with regard to them: "The rustics and laymen in these valleys are taught to argue with and confute their betters upon subjects that they have had no business to meddle with; for they have schools everywhere which the meanest of the people are allowed to attend."

New-England has tried this Free School system for almost two centuries. Its feasibility and utility has been *there* thoroughly tested—and the people are now convinced, both there and in our state, that instead of the school being taught but part of the year

by a man called from the plough, or from behind the counter, that it ought to be taught the whole year by a regularly educated professional Teacher.—*New York State Official Journal*.

THE PLEASURE OF DOING GOOD, COMPARED WITH THE PLEASURE OF DOING EVIL.

A young man of eighteen or twenty, a student in a university, took a walk one day with a professor, who was commonly called the students' friend, such was his kindness to the young men whom he instructed.

While they were walking together, and the professor was seeking to lead the conversation to grave subjects, they saw a pair of old shoes, lying in their path, which they supposed to belong to a poor man who was at work in the field close by, and who had nearly finished his day's work.

The young student turned to the professor, saying, "let us play the man a trick; we will hide his shoes, and conceal ourselves behind those bushes, and watch to see his perplexity when he cannot find them."

"My dear friend, answered the professor, "we must never amuse ourselves at the expense of the poor. But you are rich, and you may give yourself a much greater pleasure by means of this poor man. Put a dollar into each shoe, and then we will hide ourselves."

The student did so, and then placed himself with the professor behind the bushes close by, through which they could easily watch the laborer, and see whatever wonder or joy he might express.

The poor man had soon finished his work, and came across the field to the path, where he had left his coat and shoes. While he put on the coat, he slipped one foot into one of his shoes; but feeling something hard, he stooped down and found the dollar. Astonishment and wonder were seen upon his countenance; he gazed upon the dollar, turned round, and looked again and again; then he looked round him on all sides, but could see no one. Finally he put the money into his pocket and proceeded to put on the other shoe; but how great was his astonishment when he found the other dollar! His feelings overcome him; he fell upon his knees, looked up to heaven and uttered aloud a fervent thanksgiving, in which he spoke of his wife, sick and helpless, and his children without bread, whom this timely bounty from some unknown hand would save from perishing.

The young man stood there deeply affected, and tears filled his eyes.

"Now," said the professor, "are you not much better pleased than if you played your intended trick?"

"O dearest sir," answered the youth, "you have taught me a lesson that I will never forget. I feel now the truth of the words which I never before understood, 'it is better to give than receive.'"

We should never approach the poor but with the wish to do them good.

CHRISTIANITY ABOVE CONTROVERSY.

Those who really value Christianity, and believe in its importance, not only to the spiritual welfare of man, but to the safety and prosperity of human society, rejoice that in its revelation and teachings there is so much which mounts above controversy, and stands on universal acknowledgment. While many things about it are disputed, or are dark, they still plainly see its foundation, and its main pillars; and they behold in it a sacred structure rising up to the heavens. They wish its general principles, and all its great truths, to be spread over the whole earth. But those who do not value Christianity, nor believe in its importance to society or individuals, cavil about sects and schisms, and ring monotonous changes upon the shallow and so often refuted objections founded on alleged variety of discordant creeds and clashing doctrines.—*Hon. D. Webster*.

Great efforts from great motives, is the best definition of a happy life. The easiest labor is a burden to him who has no motive for performing it.—*Foster*.

NOTICE.

☞ This No. is sent to some of our principal subscribers for the first volume, and others, whose attention may not have been directed to the "Notice" on the last page of the *Dec.* No. Those who receive it under these circumstances will particularly oblige us by transmitting their subscriptions for the second volume, (5s.,) or by returning without delay, with their name and post town, the No. now sent.

ACKNOWLEDGEMENTS—To the 19th January, inclusive.

Rem. for *Vol. I.* from Major Campbell, Supt. Talbot District, A. McClelland, Supt. Town Belleville, Mrs. R. M. Merry, A. T. Corson. Hon. Judge Draper, H. A. Massy; for *Vol. II.* Major Campbell, A. McClelland, G. McVittie, Arch'd McCallum, Supt. Town Belleville, Clerk Prince Ed. Dist., Rev. T. Demorest, R. McClelland, A. T. Corson, J. Clipperfield, H. Frost, Hon. Judge Draper, J. Smith, (L. C.,) W. O. Buell, Esq., J. Black, M. B. Roblin, Clerk Dalhousie Dist., J. Lewis, Esq., A. Morse, Esq., Rev. Dr. Chisholm, N. Whiting; Miss A. McLean, Miss M. E. Haigh, Miss M. M. McIntosh, Miss J. Poster, Miss C. Burgar, Miss M. E. Hellens, Miss A. M. Haley; R. W. Hamilton, A. Weldon, D. McDonald, T. A. Smith, T. A. Ferguson, A. Salt, T. Watson, R. Nixon, J. Murray, W. Fletcher, R. Futhy, N. Willson, G. Miller, L. Closson, J. M. Kimball, T. Middleton, A. Diamond, A. McKay, D. McCallum, R. Keer, W. Laurie, Rev. W. Philp, J. Briggs, A. Dallas.

JOURNAL OF EDUCATION.

TORONTO, JANUARY, 1849.

We commence the second volume of the *Journal of Education* with the hope and prospect of promoting to a much greater extent than heretofore the original objects of the publication. We are deeply grateful to the great majority of the Canadian press of different parties for the favorable co-operating notices they have taken of this part of our efforts to diffuse useful knowledge and advance the interests of Common Schools. We find the task to be by no means a light one, in addition to already sufficiently accumulated duties; and nothing but a conviction of its vast importance enables us to persevere in its performance. Though the present number has been prepared under a more than ordinary pressure of engagements, we hope the several departments of it will furnish satisfactory indication that our best judgment and efforts will be employed to fulfill the intimations of the Prospectus,—to make the *Journal of Education* an expositor of practical and sound views of universal education, and an entertaining instructor on subjects involving the formation and development of the mental and social character of our country. In the columns of this *Journal* we have nothing to do with parties, sects or personal controversy, but with what equally concerns persons of all persuasions and parties upon the basis of our Common Christianity and in harmony with our civil institutions. Upon this ground we hope for the still more extensive and active co-operation of District Councils and friends of education generally.

Starting upon the principle of selecting and adapting to Canada whatever we might find useful in the school systems or school writings of any country,—whether monarchical or republican, European or American—we borrow most from those countries in which most attention is bestowed upon the subject of popular education, and most progress has been made in it by the free and voluntary efforts of the people themselves; and that is undoubtedly the case in the Eastern States and principal cities and towns of the neighbouring republic. As in the republic of science and literature, there is no such distinction as monarchy and republicanism; so there is an essential agreement in sentiments and feelings among the patriotic and enlightened educationists of all countries, whether of Germany or France, of England or America. We may surely

then avail ourselves of the educational knowledge and experience of our American neighbours, as well as of their experience in manufactures, commerce and agriculture, without any reference to their republican institutions, or political sentiments, or religious creeds. We shall therefore continue to pursue the course which we have hitherto adopted, however a nut-shell bigotry shall assail us from one quarter for receiving a lesson on school teaching from despotic Germany, and from another quarter for receiving a lesson on school-supporting from democratic America. Nor are we aware that the plan of a school-house, or of school premises, will be the better or the worse, the more or less monarchical or democratic, whether it be adopted from London or New York, from Prussia or Massachusetts.

From whatever sources the educational information of Upper Canada may have been derived, or by whomsoever it may have been diffused, we rejoice to believe that there is a great increase of it among the people, and a corresponding increase of desire and exertion on their part to educate their offspring. We believe they never entered upon a year with so ardent and universal a wish to improve their schools and soundly educate every child in the land. We doubt not but the year 1849 will form an epoch in the educational history of Upper Canada; and we hope the *Journal of Education* may successfully contribute to render that epoch more marked by promoting the interests of education and knowledge throughout the year.

THE GOVERNOR GENERAL AND AGRICULTURAL PRIZES IN THE PROVINCIAL NORMAL SCHOOL.

His Excellency LORD ELGIN, highly approving of the course pursued by the Board of Education in making agriculture a part of the instruction given in the Normal School, and desirous of encouraging it, has established two Agricultural Prizes—the one five pounds and the other three pounds—to be awarded to the two students who shall, at the end of the each half year's session, stand the best examination on the subject of agriculture. We have reason to believe that this liberal expression of His Excellency's desire to connect the science of Agriculture with Common School instruction, is already exerting a powerful influence in the Agricultural Department of the Normal School.

EDUCATIONAL MAPS FOR THE USE OF SCHOOLMASTERS. In Three Parts: I. Illustrations of Mathematical Geography. 1. Projections used for Maps of the World. 2. Conical and Cylindrical Projections. II. Illustrations of Physical Geography. 1. Mountains. 2. Rivers. 3. Lakes. 4. Index Map of the World. 5. Climate. 6. Vegetation. 7. Sizes of Oceans, Seas, Islands, &c. 8. Sizes of Countries. III. Historical Maps. 1. Assyrian Empire. 2. Persian. 3. Macedonian. 4. Roman. 5. Christian, at the Rise of the Mahometan Religion. 6. Mahometan. 7. Christian, at the Present Time. London: Published under the direction of the Committee of General Literature and Education, appointed by the Society for Promoting Christian Knowledge. Toronto. For Sale at the Depository of the Church Society of the Diocese of Toronto. Price 10s., or (less discount of 1/4th to Schools), 8s. 9d.

To the Teacher who wishes to acquaint himself thoroughly with the proper methods of constructing maps, and to adopt the most approved methods of teaching Geography, we know not of a more valuable manual for the price than these cheap *Educational Maps for the use of Schoolmasters*. A careful examination alone can enable a person duly to appreciate the appropriateness and excellence of these maps, and the value of the explanatory chapters on *Map*

Projections, Physical and Historical Geography. We cannot give a better idea of the character of this excellent Elementary Atlas than in the words of the brief Preface which accompanies it:—

"The Atlas is divided into three heads, because instruction in Geography is best conveyed in this order. The heads are:—*Geometrical, Physical and Historical Geography.*

"The Instructor ought to teach *first*, what the map is; what it is a picture of; and how it is drawn or projected on the plane.

"*Secondly*, what the general character or nature of the particular country is, which the map displays; whether it be mountainous; whether it comprehends any great lakes or rivers; and what the general natural features of it are.

"*Thirdly*, who the people are who possess it; what are their habits and history. The ordinary instruction given in our National Schools, when best done, is generally confined to this third portion, or rather to the names and divisions of countries in their several positions.

"The master has here placed before him:—1st. A sketch of all the ordinary projections, by which he may make himself so far acquainted with the subject, that he may be able to impart as much of this kind of knowledge as his scholars can receive.

"2nd. The heights of mountains, length of rivers, and sizes of lakes, all so numbered that he may easily refer to them on the Index Map; and the use which he may make of these plans is, to be able to point out the principal features of this description to his scholars on the map; and to give them a general notion of the great features of the world. This division comprehends, also, two maps illustrative of climate and its influence upon vegetation; and diagrams exhibiting the comparative sizes of the principal oceans, seas, islands, countries, and continental divisions of the globe.

"3rd. Historical maps of the four great Empires which preceded our Saviour,—of Christianity before Mahometanism, of Mahometanism and Christianity since; *i. e.*, of the present state of our holy religion geographically viewed. The first six of these are on the same outline map, and only the seventh embraces the whole world."

MAP OF AMERICA. Constructed for the use of the National Schools of Ireland, under the direction of the Commissioners, and re-published with the approval of the Board of Education, for the use of Common Schools in Canada. SCOBIE & BALFOUR. Toronto. Price, mounted on canvass and rollers, 17s. 6d.

We beg to refer to the advertisement of the re-publication of this Map of the National Series, by SCOBIE & BALFOUR. The Canadian reprint is not only a *fac simile* of the original, but in every respect equal to it. The boldness of the outlines of countries and rivers, and the brilliancy of the colouring, are admirable, and highly creditable to Canadian enterprise and skill. The price of the reprint is lower than that of the original imported map. We hope the Publishers will be amply remunerated for their large outlay in preparing this valuable contribution to the apparatus of our Common Schools. We understand the Publishers will have the re-publication of the Map of the HEMISPHERES ready for delivery in the course of two or three months, and then proceed as rapidly as possible with the re-publication of the Maps of EUROPE, AFRICA, ASIA, &c. We hope the day is not distant when a set of these maps will be found in every Common School of Upper Canada. It is hardly necessary to say, that every friend of our country ought to support and encourage Canadian enterprise, especially when the productions of that enterprise rival in both quality and cheapness transatlantic or foreign importations.

CANADIAN REPRINTS OF THE NATIONAL SCHOOL BOOKS, by BREWER, MCPHAIL, & Co.

In the November number of this *Journal*, we gave the contents of the *Five National Readers*, with explanatory remarks, and noticed in terms of commendation the general correctness and excellence of BREWER, MCPHAIL, & Co.'s Canadian reprints. Their reprints are from the edition of the original series which have been recommended by the Canadian Board of Education. We have pleasure in directing the attention of Trustees, Teachers, and School-book dealers to the advertisement of BREWER, MCPHAIL, & Co., on the last page of this number of the *Journal of Education*.

WEBSTER'S DICTIONARY UNABRIDGED.

We have received from Messrs. HOYT and DEWEY, of Rochester, a copy of the latest quarto edition of this invaluable work, complete in one volume. The typographical execution of the work is beautiful. In the unanimous judgment of the leading literary press of Great Britain and the United States, WEBSTER'S DICTIONARY is the most learned, the most comprehensive, and the most complete work of the kind in the English language; containing all that is excellent in Dr. JOHNSON'S great work, with numerous philological corrections, more concise and accurate definitions, in many instances, and the addition of some sixteen thousand words—these additions consisting for the most part of terms used in the various departments of science and the arts, in commerce, manufactures, merchandize, and the liberal professions. We have no time for further remarks at present; but we may observe, that without professing to subscribe to all the views of the learned American Lexicographer in regard to orthography and some less important points, we should esteem our own library essentially defective without WEBSTER'S *Dictionary*, and that after frequently consulting it, in connexion with other standard Dictionaries, for several years past. It was reprinted in England some years since; and we find the following account in the *Philadelphia Times* of a copy of the new American edition intended as a present to HER MAJESTY:—

"THE QUEEN'S DICTIONARY. Among the novelties at the Fair of the Franklin Institute, one, in particular, attracts great attention. It is a copy of Webster's Quarto Dictionary, intended as a present to Her Majesty, VICTORIA, Queen of Great Britain. It is superbly bound in Turkey morocco antique, and the clasp and ornamental plates are of solid gold. The edges are gold, and on the front, the English and American flags are beautifully blended in elegant colors. On the edges of the top is a streamer with the words '*E Pluribus Unum*,' and those at the bottom another with the motto, '*Honi Soit Qui Mal y Pense*.'"

We have omitted to remark, that we observe in this edition of WEBSTER'S *Dictionary* what we have not met with before in any English lexicon—a comprehensive *pronouncing* vocabulary of *Modern Geographical Names*, in addition to the usual pronouncing vocabularies of Scripture and Classical Proper Names.

Mr. D. M. DEWEY, *Book Agent*, &c., Rochester, has frequently been employed by us during the last year to procure books, publications and documents from different parts of the United States; and from our own experience of his ability, punctuality, and zealous efforts to oblige, we cordially recommend him to those who require the services of an agency such as he advertizes in another page.

School Meeting at Stamford—the Liberal System adopted.—A Meeting, called by the Trustees of the Brick School House, Stamford, was held on Saturday last, to consider whether the new or old system of Education was most desirable. Adam Killman, Esq., was appointed Chairman, and — Holloway, Esq., Artist, appointed Secretary. The Chairman opened the meeting in an able manner, speaking to the point. After he had concluded, Dr. Corry spoke at length and with ability in favor of the old and against the new plan. John Lemon, Esq., most eloquently and logically defended the Christian and liberal system. Mr. Lemon was ably seconded by Mr. Robinson, who also spoke in favor of liberal Education, and its beneficial effects on the community generally. When the several speakers had concluded a vote was taken, and Stamford proved its determination to keep pace with the progressive spirit of the age, by voting for Free Schools.—[Niagara Mail.

Free Schools in the Town of Niagara.—At a late public meeting called by the President of the Corporation, it was decided, after a good deal of discussion, by a majority of the rate-payers present, to continue the system of *free* Schools, and not petition the Legislature for the re-establishment of the old rate-bill system.

Educational Intelligence.

CANADA.

The Annual Report of the Board of School Trustees for the City of Kingston, 1848.

To the Worshipful the Mayor and Corporation of Kingston, the Yearly Report of the Trustees for Common Schools—

SHewETH,

That during the year they have continued the Teachers whom they found employed on their entering into office. (Five male and five female Teachers.) To the former they decided to give £50, and to the latter £30 per annum; and, in addition, the tuition fees. In these schools nearly 500 children are being educated.

The Trustees were of opinion that they best executed their trust, by placing education within the reach of all. They have, therefore, given admission to 200 children free of charge, whose Parents were unable to pay for their education, they have also reduced the Tuition fee on children under seven years of age, to 1s. 3d. per month,—thus placing the attainment of an English education within the reach of every child whose Parents are willing to pay from 15s. to 18s. per annum. But the Trustees regret to be obliged to state, that at these low rates, a very large proportion of Parents *well able to pay*, allow their children to go on the free list,—thus curtailing materially the Teachers' Salaries.

The Trustees annex a statement of the School income for the year, and also their expenditure during the same period. After paying the balance due to the Teachers, the amount to their credit, (they are of opinion,) should be applied to the building of a Male and Female School House,—an appendage to School Teaching, which the poorest Township in the Province has provided, and in which they submit, this City should not be wanting. Keeping in view this necessity, (of providing School Houses) the Trustees have administered the affairs of the schools under their care, with the strictest economy, persuaded that it was the only way to effect this object, without increasing the burthens of the city.

At the commencement of the year, several of the schools were deficient in school furniture. The Trustees were therefore obliged to pay £33 0s. 3d. for that purpose,—they have also paid Messrs. Armour & Ramsay, £11 5s. 2d. for nearly 300 Volumes of School Books;—expenses which will not again be required for a considerable time.

According to the Act of the Provincial Legislature, the year of Messrs. McCuniffe and Daly, two of the present Trustees will expire on the 1st January, 1849. These vacancies will be required to be filled up.

Amount received and disbursed by Trustees for Common School purposes.

Amount of Government Grant	£222 14s. 0d.
“ “ Corporation Assessment	385 0 0
	£607 14 0
Amount expended	380 15 5
	£226 18 7
Balance on hand	£226 18 7

All of which is submitted,

DENIS DALY,
Secretary.

Kingston, Dec. 18th, 1848.

It was resolved on motion of Mr. Alderman Counter, That Messrs. Daly & McCuniffe, be elected School Trustees for the ensuing year, and that a vote of thanks be given to the School Trustees for the efficient manner in which they have carried out the duties which has devolved upon them during their continuance in office.—[Argus.

Guelph School, No. 2.—On Monday last the semi-annual examination of the pupils attending School House No. 2, in this town, under the care of Mr. Carroll, took place. The number of pupils in attendance is upwards of 40, some of whom acquitted themselves very creditably in the ordinary branches of an English Education. The visitors on the occasion were few in number as is usual on such occasions.—[Guelph and Galt Advertiser.

Simcoe Female School.—We are pleased to learn, that the School lately established by the Council, in this town, is now in full operation, under the able Superintendence of Miss Murphy, the former Teacher of School No. 1. While we ardently desire the prosperity of the private Institutions already in existence, we cannot but congratulate our fellow-townsmen, on the success of their praiseworthy efforts, to secure the means of instruction to the classes of our population, who feel unable to incur large expenses in the education of their children; and our satisfaction is heightened in knowing that the young lady chosen as a Preceptress is one in every way worthy and capable of discharging the onerous trust committed to her charge.—[Long Point Advocate.

Examination of School No. 1, Simcoe, T. D.—Last Thursday we had the pleasure of being present during the examination of School No 1, in this Town; and we were both astonished and pleased at the progress made by some of the children. Great thanks is due to Mr. Haskins, (lately from the Normal School, Toronto,) for the manner in which he conducts his school; and he is certainly entitled to the thanks of both the Trustees, the parents of the children, and the children themselves, for the voluntary expenditure of his own funds to procure maps and other additions to the means of teaching, with which the School abounds. The Rev. William Clarke, District Superintendent, was present, and addressed the children in terms of commendation and encouragement. The Rev. Mr. Gundry was also present, and expressed his approval of the school and his admiration of the maps and diagrams furnished by the teacher. Many of the children's parents were present, and seemed much pleased with the result of the examination.—[Simcoe Standard.

The Public School in Dundas.—The Annual Examination took place on Wednesday, when we had the pleasure of hearing two classes examined. In the senior class, the examination was so arranged as to elicit from the pupils such answers as would indicate the extent of their acquaintance with English History, Grammar and Geography, as well as with the subjects directly in hand. To all the questions proposed, ready and accurate answers were given. Samuel Duffield, Esq., a member of the Board of Trustees, expressed himself as being not only delighted, but astonished at the facility and accuracy with which replies were given to questions entirely unexpected by the pupils. By request, Mr. Spence examined the first class. Mr. Fotheringame, of Hamilton, assisted by Mr. Calder, the Principal, conducted the Examination of the others. There are now about 150 pupils under Mr. Calder's care.—[Dundas Warder.

Superintendent of Common Schools—Bytown.—John Atkins, Esq., has been appointed Superintendent of Common Schools for the town of Bytown, and it is our opinion that a more judicious appointment could not have been made, as we consider Mr. Atkins well qualified for the office, which is indeed an important one.

We have been favored with the reading of the first and second reports of the Superintendent, in the latter of which he gives a statement of the rise and progress of the Roman Catholic College—its internal management and system of education; following which is a statement of the past progress, public monies received by, and present state of every school within the limits of the town, with the average number of pupils attending each, the method of instruction severally pursued by the different Teachers, and the various kinds of books used by them, together with a representation of the progress of the scholars in the different schools, and articles, such as Globes, Maps, &c., required by some of the Teachers in order to render their instruction more efficient. On the whole, the report of the Superintendent, is one of the most satisfactory and comprehensive public documents we have seen, and reflects much credit upon the talent and efficiency of its author.

Our Common Schools are Institutions of the utmost importance, and we are glad to see that the Corporation is taking such a laudable interest in endeavouring to make them as publicly advantageous as possible.—[Ottawa Advocate.

Niagara Common Schools, 1848.—The Report of the Trustees for the past year is now before us. The schools were four in number:—One taught by Mr. Shaw at a salary of £125, assisted by Mr. Dunn at a salary of £50; the second by Miss Eedson at a salary of £50; the third by Mrs. Wilson at a salary of £30; and the fourth (a R. C. Separate School) by Mr. Looney at a salary of £80. The number of pupils who have attended these schools during the year were—Mr. Shaw's 361, Miss Eedson's 101, Mr. Wilson's 100, and Mr. Looney's 152—total 717. The total School expenses during the year, including a considerable sum for the preceding year's service, amounted to £475. To meet this sum £61 5s. was received from the Government grant, £59 odd were collected by rate-bill, and the balance made up by tax upon property. Next year, under the present law, there will be no assets from rate-bills.—[Niagara Chronicle.

The Quarterly Examination of the School in Section No. 15, Drummond, taught by Mr. McPHERSON, took place on Wednesday the 27th instant. Classes were examined in Reading, Writing, Arithmetic, Grammar, Geography, and Mensuration, and acquitted themselves in a very creditable manner. Well would it be for Canada, if Teachers in general possessed the tact of Mr. McPHERSON in availing themselves of the means of developing the latent energies of the mind, which the Rev. E. RYERSON in his excellent selection of Books for Common Schools, has so judiciously placed within their reach.—[Bathurst Courier.

BRITISH AND FOREIGN.

Visit of Sir James Graham to the National Educational Establishment in Dublin.—In addition to the recent very gratifying visit of Lord JOHN RUSSELL to the National Normal and Model Schools in Dublin, we find the following notice of Sir JAMES GRAHAM's visit to the same establishment in a late Dublin paper:—

Sir JAMES GRAHAM, with Lady GRAHAM and Miss GRAHAM, visited the model schools of the National Education Board in Marlborough-street yesterday. The party were conducted through the schools by the resident commissioner, the Right Hon. A. MACDONNELL, the Rev. Dr. HENRY, President of Queen's College, Belfast, and JOHN R. CORBALLIS, Esq., Q. C., two of the other commissioners; Mr. CROSS, one of the Secretaries; and Professors SULLIVAN and M'GAULEY. We also noticed among those present on the occasion, Sir ROBERT FERGUSON, Bart., SHAFTO ADAIR, Esq., &c. The party first proceeded to the boys' school, where they heard the examination of some classes by the head master in arithmetic, geography, grammar, and other branches, as taught in the class books published by the Board, and their answering elicited the approbation of the distinguished visitors. Several excellent specimens of drawing by the pupils, who were then engaged in their studies in their class-room, were submitted to the party, and appeared to give satisfaction as to the attention paid to that useful branch in the model school, and the very creditable advancement made by the young persons attending the drawing class. Boys, to the number of about 600 sung the national anthem with great spirit. The company then proceeded to the infant school, where, after a short examination, the children sung some hymns, &c., with great animation and taste, with which all present appeared much gratified. From the infant school the party went to the girls' school, where, after passing through the school room, a number of girls were brought into the class-room, and Professor SULLIVAN examined them in an able manner in geography, grammar, &c., and the subjects of instruction contained in the National books. The answering of the girls was of a very superior order, and showed an accurate acquaintance with the various branches which they had been taught, and the general knowledge communicated in the class books. The national anthem and several other airs were here sung by the girls. The following verses were among those sung:—

God bless our native land,
 May Heaven's protecting hand
 Still guard our shores.
 May peace her powers extend,
 Foe be transformed to friend,
 And may her power depend
 On war no more.
 Through every changing scene,
 Oh, Lord, preserve the Queen,
 Long may she reign.
 Her head inspire and move
 With wisdom from above,
 And in a nation's love
 Her throne maintain.

With one of the hymns sung by the girls Lady GRAHAM was so much pleased that she requested to be furnished with a copy. After leaving the girls' school the company proceeded to the boarding house for female teachers under training, in Talbot-street, which they inspected minutely. The visitors appeared to be particularly pleased with the cottage model kitchen, where all the work that should be performed in a well-ordered cottage kitchen in the country is carried on by a number of the teachers, who spend a few hours in rotation each day under Mrs. THOMPSON, who instructs them in the preparation of food, and other domestic duties calculated to benefit themselves, and render them more capable of instructing the female children in the respective schools throughout the country, over which they may be placed, in habits of industry, cleanliness, and economy. Several of the female teachers were occupied with the preparation of soup, the baking of bread—which was being baked on a griddle placed over a turf fire, such as is used in a country cottage—and other domestic occupations, when the visitors entered, all of which appeared to interest them very much. The erection of the kitchen, we heard, originated with his Grace the ARCHBISHOP OF DUBLIN, who takes a great interest in this industrial department of the Education Board. The party then proceeded across the lawn to the class room adjoining the boys' school, where the male teachers, to the number of upwards of one hundred, were receiving instructions from Mr. DONAGHY, the agricultural lecturer. The teachers underwent a short examination on the principles of agriculture, and with their knowledge of the subject several of the visitors declared themselves satisfied. Sir JAMES GRAHAM at the close expressed himself highly gratified with the state of the schools, the progress of the pupils, and the success which had attended the operations of the Board. and he and the other visitors left the institution soon after four o'clock. [Saunders' News Letter.

Dissenting Colleges in England.—Among Nonconformists, the chief movement of interest just now consists in the proposed union of the theological colleges belonging to Dissenters in London and its neighborhood. This step is urged on the ground that these colleges, taken together, are little more than half full, and the consequent expense is far greater in sustaining so many separate institutions than would be necessary to sustain one institution of greater compass and efficiency. Apart from legal questions affecting property, we see no insuperable difficulty in the way of such a proceeding; and, viewed generally, we should be disposed to regard it as a change for the better. But the result of such a movement may be greatly over-rated. Restlessness is often the sign of disease. The sick expect much from a mere change of posture. We say not that our college apparatus has no need of improvement, but the evil lies lower down. Healthy Churches will give us healthy colleges, and nothing short of that will do it. Our ministry must become reasonably attractive to men of ability and piety, if such men are to be found looking to it in large numbers. Here at present is our great want. It is a fact, that men whom we can ill afford to lose—men who are resolved to be freemen or nothing—are being scared from our ranks by much they see among us. We must learn to bear with each other in better temper, and our Churches must, for the most part, adopt a more generous estimate as to the claims of their pastors, if we are really to advance. Apart from this, the utmost conceivable improvement in our collegiate system will avail us next to nothing. The advantages presented to our colleges, as now existing, are ample enough to form the students included in them into men of a high order, both as scholars and as preachers. Every competent and assiduous student in them will give proof of this in his time. Colleges never educate; they can only guide and aid education. Nine-tenths of the education realized by the men who do something in the world has been self-secured. Everywhere the great guarantee of success is found, not in mere apparatus, but in a man's passion for self-improvement—in his power of voluntary application. But it is the manner of the incompetent and the slothful to put blame upon their tools. Idle students are never grateful. The silly talking of some persons of this class, both north and south, has all but destroyed them, and has done much to damage the reputation of students as a body in the esteem of our Churches. The men who have made the best use of our colleges as they are, will be the last to speak ill of them. In fact, these institutions are greatly in advance of our Churches, and of the average amount of proficiency which the Churches are at present placing under their culture.—[British Quarterly.

A Normal College for Wales is about to be erected at Swansea. Forty designs for the new building were submitted to the Committee, and at the last meeting it was unanimously resolved to adopt the one sent in by Messrs. Fuller and Gingell, architects, of Bristol.—[London News.

Opening of the Carmarthen Training College.—On Wednesday last took place the opening of a training college for the instruction of the schoolmasters of the Principality of Wales, on the principles of the Established Church, and on the plan carried out by the National Society. The foundation stone was laid by the Bishop of St. David's just twelve months ago, and it is now on the eve of completion. It has been erected under the superintendence of the Welsh Committee of Education at a cost of £9,000, thus obtained:—£3,000 from the Committee of the Privy Council; £2,500 from contributions; and £1,500 from the fund of the National Society. A further sum of £2,000 will be required to discharge the whole of the liabilities contracted by the committee. The college is designed for the teaching and residence of sixty schoolmasters in training. The Rev. Mr. Read, known as an instructor at the York Training College, has been appointed Principal. At two o'clock a public breakfast took place in the hall of the college, which was presided over by the Bishop of St. David's. About two hundred and fifty-one ladies and gentlemen of station and of influence in South Wales were present.—[London Watchman.

The Rev. Dr. Warneford has intimated his intention, through W. Sands Cox, Esq., the Dean of the Faculty, to present the sum of £2,000 for the foundation of a Professorship of "Pastoral Theology," in the newly-erected Department of Arts at Queen's College, (for Governesses,) Birmingham.—[Ibid.

THE EARL OF ROSSE has been appointed President of the Royal Society. Science is honored by rank, when rank itself seeks honor from science.

UNIVERSITY OF GLASGOW.—The inauguration of the new Lord Rector of this University (the Right Hon. T. B. Macaulay) is to take place in January, but the precise day has not been fixed.—[London Times.

School Architecture.

In no department of Common Schools are there more serious and injurious defects, than in the architecture of School-houses. In their location, size, lighting, ventilation, warming, and interior arrangements and furniture, no regard whatever seems to have been generally paid to the laws of health, or to the convenience, comfort and improvement of the pupils. Without, however, dwelling at present on this dark side of the picture, we will commence giving a series of plans of School-houses and premises of improved construction, adapted to the varying circumstances of town and country, to the accommodation of from 30 to 500 pupils, to schools of different grades, and to different methods of instruction—exhibiting different styles of School Architecture, as adopted in England and the United States. We have procured works on School Architecture, and various plans of School-houses and furniture from the Continent of Europe, from England, and from the neighbouring States; and of these sources of information we shall avail ourselves in conducting this department of the *Journal of Education* during the current year. The wood cuts will be chiefly copied from a most comprehensive and valuable work on the subject, published by A. S. BARNES & Co., New-York, under the title of "*School Architecture; or Contributions to the Improvement of School-houses in the United States.*" By HON. HENRY BARNARD, Commissioner of Schools in Rhode Island." This work contains nearly 400 closely printed octavo pages, and is replete with useful information and practical suggestions, derived from both European and American educationists. We should be glad to see a copy of this work in the hands of every District and City Council in Upper Canada. The New-York *State School Journal* remarks, that "Mr. BARNARD gave his attention to this subject when the Schools in Connecticut were first placed under his enlightened and faithful supervision, and to him are the friends of education greatly indebted for that spirit of improvement in School-house architecture which is manifested in the neat and frequently elegant structures which have been erected within these past few years." We cannot better conclude these preliminary observations, than in the words of Mr. BARNARD himself, in his *Preface* to the book above alluded to:—

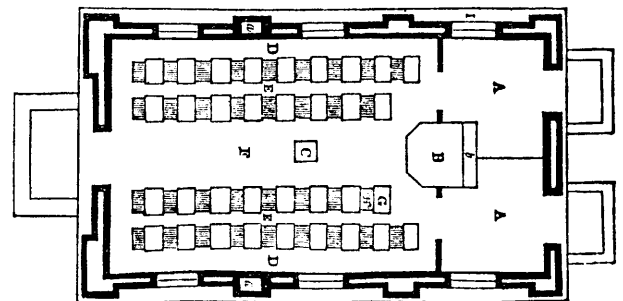
"The subject was forced on the attention of the author in the very outset of his labors in the field of public education. Go where he would, in city or country, he encountered the district school-house, standing in disgraceful contrast with every other structure designed for public or domestic use. Its location, construction, furniture and arrangements, seemed intended to hinder, and not promote, to defeat and not perfect, the work which was to be carried on within and without its walls. The attention of parents and school officers was early and earnestly called to the close connection between a good school-house and a good school, and to the great principle that to make an edifice good for school purposes, it should be built for children at school, and their teachers; for children differing in age, sex, size, and studies, and therefore requiring different accommodations; for children engaged sometimes in study and sometimes in recitation; for children whose health and success in study require that they shall be frequently, and every day, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe; for children who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if the seats are not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy are not properly attended to; for children whose manners

and morals,—whose habits of order, cleanliness and punctuality,—whose temper, love of study, and of the school, are in no inconsiderable degree affected by the attractive or repulsive location and appearance, the inexpensive out-door arrangements, and the internal construction of the place where they spend or should spend a large part of the most impressible period of their lives. This place, too, it should be borne in mind, is to be occupied by a Teacher whose own health and daily happiness are affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation, may be utterly baffled, or greatly promoted, by the manner in which the school-house may be located, lighted, warmed, ventilated and seated."



SOUTH FRONT ELEVATION OF A SCHOOL-HOUSE FOR 36 OR 50 CHILDREN.

Explanation of Engraving.—The building is represented as standing 60 ft. from the highway, near the centre of an elevated lot which slopes a little to the south and east. Its position, for many important reasons, is north and south. Much the larger portion of the lot is in front, affording a pleasant play ground, while in the rear there is a woodshed, and other appropriate buildings, with a separate yard for boys and girls. The walls, if of brick, may be hollow, so as to save expense in securing the antæ or pilasters, and to prevent dampness. The building is 33 ft. 6 in. long, 21 ft. 8 in. wide, and 18 ft. 9 in. high, from the ground to the eaves, including 2 ft. base or underpinning.



GROUND PLAN.

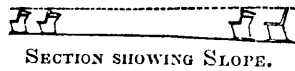
Explanation of Ground Plan.—The entries A A, one for boys and the other for girls, are in the rear of the building, through the woodshed, which, with the yard, is also divided by a partition. Each entry is 7 ft. 3 in., and should be supplied with a scraper and a mat for the feet, and shelves and hooks for outer garments.

The school-room is 24 ft. 5 in. long, by 19 ft. 4 in. wide, and 15 ft. 6 in. high in the clear, allowing an area of 472 ft., including the recess for the Teacher's platform, and an allowance of 200 cubic feet of air for each pupil in a school of 36.

The Teacher's platform B, is 5 ft. 2 in. wide, by 6 ft. deep, including 3 ft. of recess, and 9 in. high. On it stands a table, the legs of which may be set into the floor, so as to be firm, and at the same time movable, in case the platform is needed for declamation, or other exercises of the scholars. At the back of the Teacher is a range of shelves *b*, for the purpose of containing the library of the school, a globe, outline maps, and other apparatus. On the top of the case the clock may be placed. A black-board 5 ft. by 4 ft., placed on an easel, or suspended by weights, and steadied by a groove on each end, so as to admit of being raised and lowered by the Teacher, may be placed directly in front of the book-case, and in full view of the whole school. At the bottom of the black-board, a trough should be made to receive the chalk, and the sponge or soft cloth for cleaning the board.

The passages D D, are 2 ft. wide, and extend round the room; E E are 15 in., and allow of easy access to the seats and desks on either hand; but may probably with advantage be dispensed with, and the seats on each side of the centre aisle F, made to hold three pupils each, instead of two seated singly. By this means the school might with ease be made to hold 50, instead of 36 pupils, according to the plan. F is 5 ft. 3 in., and in the centre C, stands a stove, the pipe of which goes into one of the flues *a*. The temperature of the room may be regulated by a thermometer.

Each pupil is provided with a desk G, and seat H, the front of the former, constituting the back or support of the latter, which slopes 2½ inches in 16. The seats also incline a little from the edge. The seats vary in height, from 9½ inches to 17, the youngest children



SECTION SHOWING SLOPE.

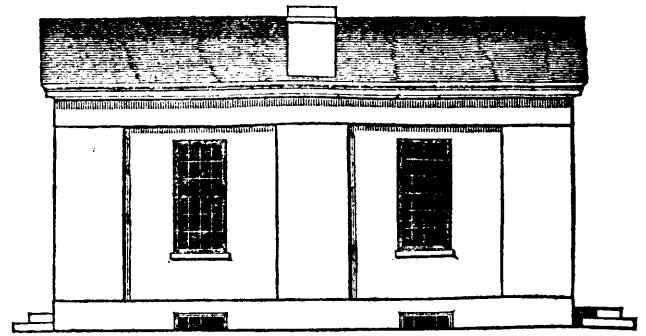
occupying those nearest the platform. The desks are 2 ft. long by 18 in. wide, (but, under the above arrangement, may be 5 ft. 3 in. by 18 in.) with a shelf beneath for books, and a groove between the back of seat in front and the desk itself to receive a slate, with which each seat should be furnished. The upper surface of the desk, except 3 inches of the part nearest the seat in front, slopes 1 in. in a foot, and the edge is in the same perpendicular line with the front of the seat. The 3 inches of the level portion of the surface of the desk has a groove running along the line of the slope, so as to prevent pencils and pens from rolling off, and an opening to receive an inkstand, which should be covered with a metallic lid. Other plans of seats and desks, with sections, will be given in subsequent numbers of this *Journal*.

The windows I, three on the east and three on the west side, may contain each 24 panes of 7 by 9 or 8 by 10 in. glass, and should be hung, (both upper and lower sash,) with weights, so as to admit of being raised or lowered conveniently. The sills are 3 ft. from the floor. The window should be furnished with blinds or painted.

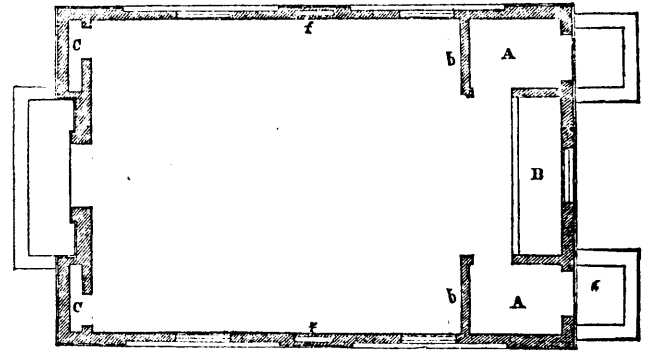
The proper ventilation of the room is provided for by the lowering of the upper sash, and by an opening 14 in. by 18, near the ceiling, into a flue (Fig. 2) *a*, which leads into the open air. This opening can be enlarged, diminished, or entirely closed by a shutter controlled by a cord.

The sides of the room are lined all round with wood, as high as the window sill, which, as well as the rest of the wood work of the interior, should be painted.

The following Engravings represent a modification of the foregoing plan :



SIDE ELEVATION.



GROUND PLAN.

The entries A A are smaller. The Teacher's platform B, is at the end, so as to overlook both yards in the rear; *b b*, partition between the hat and cap room and the school room; C C, presses for books, &c.; *f f*, chimney and flue.

For our next illustration we select a more ornamental plan of a School-house than either of the foregoing.



The design is in the pointed style of architecture. Any rectangular plan will suit it; and the principles of light and ventilation may be fully carried out in this as in other plans. The principal light is from one large mullioned window in the rear end. The side openings are for air in summer, not glazed, but closed with light shutters. The ventilator, as shown on the ridge of the roof of the building, may be of any required size, say 2 ft. wide and 12 in. high, sliding up and down between the stove pipe and the outward case, forming a cap to exclude water. This cap may be pushed up or let down by a rod affixed to the under edge, and lying against the smoke pipe. Height may be gained in the roof by framing with collar beams set up 4 or 5 feet above the eaves. The sides, if not of brick or stone, may be boarded vertically, as seen in the engraving.

Literary.

CURIOUS FACT IN ACOUSTICS.—A machine has been invented in France by which the undulations in the atmosphere may be counted which take place between two individuals in conversation. The wind in passing over the water causes it to ripple, and the voice, when an individual speaks, produces certain vibrations in the atmosphere by which sound is communicated. An eminent philosopher says that these *pulsations*, if they may be so called, caused by a male voice, vary from 200 to 500 in a second, while those of the female extent from 600 to 1000.—*Silliman's Journal*.

ORIGIN OF BOGS.—The origin of many bogs, from the decay of ancient forests, is strikingly illustrated by the fact that the roots of successive generations of trees have been found resting upon each other. A beautiful instance of a succession of forests upon the same spot occurs near Portmore, in the county of Antrim. The superficial stratum of bog timber in this district consists of oak, often of very great dimensions; beneath them we find another stratum of timber, consisting almost entirely of the trunks of trees. In the parliamentary reports concerning the bogs of Ireland, there is an account of a bog in which there is a succession of three layers of roots of firs, proving that three forests have flourished in succession on the same spot. In Westmeath, according to Archdeacon Vignolles, three layers of trees are to be found, alternating with as many beds of peat, from three to five feet in thickness. The trees in each layer appear to have arrived at maturity, and could not have been co-existent. These trees are of enormous size, and many of them bear the marks of fire. It may appear strange to some how fir-trees should be able to support themselves on the unstable surface of a bog, but at present there are many thriving plantations of fir-trees in such situations in several parts of the country.—*Dublin University Magazine*.

ORIGIN OF FOGS.—The very common but mistaken idea that the fog which we see of an evening hanging over low meadows, and by the sides of streams, is ascending, arises very naturally from our first observing it in low places, and as the cool of the evening advances, remarking that it ascends to higher land; the fact is, however, not that the damp is ascending, but that from the coldness of those situations they are the first places which condense the before invisible vapour, and as the cold of the evening advances, the condensation takes place at a higher level. A large portion of the vapour ascends to the upper region of the atmosphere, where it cools, and becomes visible to us in the form of clouds; and increasing in density by cooling, they gradually descend nearer the earth, until at last, becoming too condensed by the loss of heat, they fall in rain, to be again returned in endless succession.—*Scientific Phenomena of Domestic Life*.

STYLE.—Take this, reader, for a general rule, that the readiest and plainest style is the most forcible, (if the head be but properly stored;) and that in all ordinary cases the word that first presents itself is the best; even as in all matters of right and wrong, the first feeling is that which the heart owns and the conscience ratifies.—*Southey's "Doctor"*.

A CURIOUS CALCULATION.—What is a billion? The reply is very simple, a million times a million. This is quickly written, and quicker still pronounced; but no man is able to count it. You may count 160 or 170 in a minute; but let us even suppose that you may go as far as 200; then an hour will produce 12,000, a day 280,000, and a year of 365 days, 195,120,000. Let us suppose now that Adam, at the beginning of his existence, had begun to count, had continued to do so, and was counting still; he could not even now, according to the usually supposed age of our globe, have counted near enough. For to count a billion he would require 9,512 years, 34 days, 5 hours, and 39 minutes.—*N. Y. State School Journal*.

VITALITY OF ABSURDITIES.—The best example of the vitality of a fine saying, which has the advantage of being a fallacy, is in the ever hacknied piece of nonsense attributed to Archimedes—viz: "that he could move the earth if he had any place at a distance from it to fix a prop for his lever." This is one of the standard

allusions, one of the necessary stock-in-trade of all orators, poets, and newspaper writers; and persons, whenever they meet with it, take Archimedes for an extraordinary great man, and cry, "O, how wonderful!" Now, if Archimedes had found his place, his prop, his lever, and if he could have moved with the swiftness of a cannon-ball, 480 miles every hour, it would have taken him just 44,963,000,000 years to have raised the earth one inch!—*Sir E. L. Bulwer*.

THE MAGNETIC TELEGRAPH.

Along the smooth and slender wires
The sleepless heralds run,
Fast as the clear and living rays
Go streaming from the sun.
No peals or flashes, heard or seen,
Their wondrous flight betray;
And yet their words are quickly felt
In cities far away.

No summer's heat or winter's hail,
Can check their rapid course;
They meet unmoved the fierce wind's rage,
The rough wave's sweeping force.
In the long night of rain and wrath,
As in the blaze of day,
They rush with News of weal or wo,
To thousands far away.

But faster still than tidings borne
On that electric cord,
Rise the pure thoughts of him who loves,
The Christian's life and Lord,
Of him who taught in smiles and tears
With fervent lips to pray,
Maintains high converse here on earth
With bright worlds far away.

Ay! though no outward wish is breath'd,
Nor outward answer given,
The sighing of that humble breast
Is known and felt in heaven:—
Those long frail wires may bend and break,
Those viewless heralds stray,
But Faith's least word shall reach the throne
Of God, though far away.

REV. DR. GILBORN.

THE EARTH'S DIURNAL MOTION.—If a line were carried round and round the globe, it would require to be the length of 24,850 miles; hence this is the actual space which any given point on the earth's surface travels over in the course of twenty-four hours, a rate exceeding somewhat 1,000 miles in the hour. This velocity, with which every person moves continually, is greater, by 140 times, than that with which a cannon-ball issues from the mouth of a cannon; and we do not perceive it because the earth, the air, and every thing around, is carried with us.—*Facts for the People*.

ELECTRICITY.—Why is the fireside an unsafe place in a thunder-storm?—Because the carbonaceous matter of soot with which the chimney is lined acts as a conductor for the lightning. Why is the middle of an apartment the safest place during a thunder-storm?—Because, should a flash of lightning strike a building, or enter in at any of the windows, it will take its direction along the walls, without injuring the centre of the room.—*Ibid*.

CRIME AND EDUCATION.—From statistics collected by us during the past year, it appears that at the various assizes and sessions for this county and city, held in the year, 476 prisoners have been placed on the calendar for trial. Of these, there were but two of superior education, while no less than 204 could neither read nor write! Of those who could read and write well, there were but 20, and read well, 5; whilst 121 could read but imperfectly. The remaining three did not appear. Surely these facts bear witness, far more efficiently than any laboured argument, to the necessity of educating—morally and religiously educating—the lower classes, as the only practical remedy for that fearful amount of crime which now stalks through the land—unchecked by the police or other stringencies—punished, but not prevented, by the rigours of the prison house.—*Worcester Herald*.

Trials will be uppermost, one time or other, like cork, though for a time kept down in water.—*Sir W. Temple*.

Miscellaneous.

THE BIBLE.—How comes it that this little volume, composed by humble men in a rude age, when art and science were but in their childhood, has exerted more influence on the human mind and on the social system than all other books put together? Whence comes it that this book has achieved such marvellous changes in the opinions and habits of mankind—has banished idol worship—has abolished infanticide—has put down polygamy and divorce—exalted the condition of woman—raised the standard of public morality—erected for families that blessed thing, a Christian home, and crowned its other triumphs by causing benevolent institutions to spring up as with the wand of enchantment? What sort of a book is this, that even the winds and the waves of human prejudice and passion obey it? What other engine of social improvement has operated so long, and yet lost none of its virtue? Since it appeared, many boasted plans of human amelioration have been tried and failed; many codes of jurisprudence have arisen, and run their course, and expired. Empire after empire has been launched on the tide of time, and gone down, leaving no trace on the waters. But this book is still going about doing good—leavening society with its holy principles—cheering the sorrowful with its consolations—strengthening the tempted—encouraging the penitent—calming the troubled spirit—and smoothing the pillow of death? Can such a book be the offspring of human genius? Does not the vastness of its effects demonstrate the excellency of the power to be of God?—*Literary Characteristics of the Holy Scriptures, by Dr. McCulloch, Greenock.*

EARLY RISING.—Dean Swift says he never knew a man rise to eminence who lay in bed of a morning; and Dr. Franklin says, he who rises late may trot all day but never overtake his business.

SECRET OF LIVING ALWAYS EASY.—An Italian Bishop having struggled through great difficulties without complaining, and met with much opposition in the discharge of his episcopal functions, without ever betraying the least impatience, an intimate friend of his, who highly admired those virtues, which he conceived it impossible to imitate, one day asked the prelate if he could tell him the secret of being always easy. "Yes," replied the old man, "I can teach you my secret, and will do so very readily. It consists in nothing more than in making great use of my eyes." His friend begged him to explain. "Most willingly," said the bishop. "In whatever state I am, I first of all look up to heaven, and remember that my principal business here is to get there: I then look down upon the earth, and call to mind the space I shall shortly occupy in it: I then look abroad into the world, and observe what multitudes there are who in all respects have more cause to be unhappy than myself. Thus I learn where true happiness is placed, where all our cares must end, and how very little reason I have to repine or complain."—*Practical Life.*

PATRIOTISM.—The very Heathens could teach us by the light of nature, that we are not born for ourselves only, but partly for ourselves, partly for our country. Ulysses preferred the smoke of Ithaca, his native soil, before all those pleasant regions that he had seen. Whether it be by the instinct of nature, as beasts love their dens, birds their nests; or by civil institution, as having the same laws, the same ceremonies, the same temples, the same markets, the same tribunals. It was the prayer of the elders for Boaz, that "he might do worthily in Ephrath, and be famous in Bethlehem," that is, in his native country. It was Esther's resolution for her countrymen, "If I perish, I perish" for my country. And Nehemiah, though he was cup-bearer to a great king, yet his affections are still the same to his country: "Why should not my countenance be sad, when the city, the place of my fathers' sepulchres, lieth waste, and the gates thereof are burned with fire." Abraham that was so ready to sacrifice his only son upon a mere command, yet when God requireth him to leave his native country, he presseth it home to him with many reasons and promises. Brutus commanded his own sons to be slain before his eyes for conspiring against their country. When Samson, without any weapon in his hand, set upon a lion as though it had been a kid, the reason has been intimated in the verse precedent, for the safeguard of his *father and his mother*. There cannot be a juster war

than for the defence of our country. It was Tully's wish, that every one in Rome had it written upon his forehead how he stood affected towards the commonwealth.—*Archbishop Bramhall.*

TEMPERANCE.—Our physical well-being—our moral worth—our political tranquility, all depend upon the control of our appetites and passions, which the ancients designed by the cardinal virtue of temperance.—*Burke.*

DILIGENCE.—Diligence is connected with happiness. Overcome the habit of looking forward at any other thing as your rest and enjoyment. Do not, in severe study, solace yourself with the prospect of relaxation, and easier occupation. But learn to be at home, to be in your element, in whatever now occupies you. Do not look over its verge, if it be your proper business, for something more agreeable; but be wholly in it, and feel your pleasure in it. To keep the mind easy, it will be a great point to be satisfied with what you are at present employed in, as what ought to be now occupying you—that it is expedient and dutiful. This will make you easy, and you will learn to prefer duty to enjoyment. Do not think upon enjoyment, and you will always have it.—*Addison.*

THE GREATEST MAN.—The greatest man is he who chooses the right with invincible resolutions; who resists the sorest temptations from within and without; who bears the heaviest burdens cheerfully; who is calmest in storms, and most fearless under menaces and frowns; whose reliance on truth, on virtue, on God, is most unflinching.—*Channing.*

ADVANTAGES OF STRENGTH.—It should be an important object in education to give children a considerable degree of bodily strength. It is not merely of high utility for the laborious occupations in which most persons must pass their lives; it is often a great support to moral dispositions. We should excite good impulses in children, and also give them the utmost strength of mind and body to carry them out. A child ought to be able to withstand injustice attempted by superior strength. Nothing demoralizes both parties more than the tyranny exercised over younger children by elder ones at school. Many good impulses are crushed in a child's heart when he has not physical courage to support them. If we make a child as strong as his age and constitution permit, he will have courage to face greater strength. A boy of this kind, resisting firmly the first assumption of an elder tyrant, may receive some hard treatment in one encounter, but he will have achieved his deliverance. His courage will secure respect. The tyrant will not again excite the same troublesome and dangerous resistance. This is certainly not intended to encourage battles at school; far from it. But, until a high degree of moral education is realized, the best security of general peace among children of different ages is to give each a strength and spirit which no one will like to provoke. It will farther give each a confidence in his powers, and a self-respect, without which none of his hardy virtues can flourish.—*Abbot.*

VALUE OF EXERTION.—It is a happy reflection for a great mind, that scarcely any obstacle to the attainment of a particular acquisition is insurmountable. If a man be determined to be learned—if he be determined to amass a fortune, he may do so; if to attain a competent knowledge of art or science, it is attainable. This very important principle is founded upon the grand nature of the human intellect, which, by the sublime process of intense operation, can overcome apparent difficulties, however formidable. This proposition, although bold, is not an idle speculation; it is accounted for by the laws of nature; it is exemplified in the transactions of every day. Individuals have often, by the mere exercise of attention, accomplished undertakings, which they have at the outset feared to be far above their reach. They have only to thank their industry for the subsequent accomplishment of the object. Let all men who are convinced of this apply it in practice to themselves, and the sum of human happiness will be considerably increased.—*Practical Life.*

WHY THE STATE SHOULD EDUCATE.—Without intelligence wealth is often a curse instead of a blessing to the possessor. But the diffusion of knowledge will ultimately save three or four or perhaps ten times as much as it costs, by the moral effects upon the habits and customs of society.

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