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and arithmetical tables. Children enter at four, and are expected to be qualified at eight for admission into the grammar schools or next higher grade. Except for special reasons, satisfactory to the committee, no child is allowed to remain in a Primary school after he is eight years old; but for the exclusive benefit of those who, from defective early education, or inferiority of intellectual capacity, may have reached that age, without being fitted for the grammar school, there are several intermediate schools, or schools for special instruction, where children of ages varying from eight to twelve or fourteen are engaged in studying the same lessons as are taught in the Primary schools. Each school contains, on an average, fifty pupils, under the care of a female teacher.

Until the commencement of the present year, the primary schools were under the charge of a committee entirely distinct from the general school committee. It was composed of 126 members, each of whom had charge of one school, and was expected to give it his personal attention, and to report on its wants and management to the Primary school committee once every three months. This division of the school authorities into two distinct Boards was long deplored by those most interested in the educational welfare of the city; but, although a reform had been anxiously sought for some time past, no change was effected till the close of last year, when, by an ordinance of the city council, the primary school committee ceased to exist, and all the public schools were placed under the immediate control of the general school committee.

Next in rank above the Primary schools are the GRAMMAR SCHOOLS—20 in number, and averaging each about 500 pupils. Some of these are designed exclusively for boys, some for girls, and others for both boys and girls. Five are conducted under a peculiar organization. In each school-house there are two large rooms or halls of equal size, one above the other, in which accommodation is provided for 300 or 400 children. The upper room is uniformly occupied by a grammar school, and the lower by a writing school. Each department is placed under the control and instruction of a master and a distinct set of teachers, and is kept almost as an entirely independent school. The pupils in each section, being about equal in number, are divided into four large classes, and these are sub-divided into as many divisions as will, in the opinion of the master of each school, facilitate the progress of his scholars. By this "two-headed" system—so-called because the two masters hold equal rank, have equal authority, and receive equal salaries—the

REPORT ON THE PUBLIC SCHOOLS OF BOSTON.

(Addressed to the Board of School Trustees, Hamilton, U. C., by Mr. John H. Sangster, Head Master of the Central School.)

GENTLEMEN:

Having recently, at your request, visited Boston, for the purpose of making myself acquainted with the School system and organization of that city, I beg leave to Report:

That in the city of Boston there are, in all, 219 public schools, of various grades. These are the growth and development of the last 220 years—the latin school having been founded as early as 1635. All the public schools, however, established in Boston prior to the year 1819, required that every child should be able "to read the English language, by spelling the same," before he could be admitted; nor could any child under seven years of age, no matter how well he could read, gain admission into one of the city schools. Since that time, a system of PRIMARY SCHOOLS has been gradually organized, and now spreads all over the city, embracing within its ample folds 10,000 children, grouped together for instruction in 196 Primary schools. In these the course of instruction extends over four years, and is limited to reading, spelling, enunciation, pronunciation, drawing and printing on slates, oral arithmetic,

pupils are placed under the government and instruction of one set of teachers one half of the day, and then under the somewhat different government and instruction of another set of teachers the other half—and are thus kept alternating from one room to the other, from one set of teachers to the other, every school-day in the year. Originally all the public schools in Boston were organized after this plan; but since the commencement of the present century, experience has evinced that its practical working is clumsy and unfavorable to the continual and rapid advancement of the pupil in knowledge, and it has, therefore, been very much modified, or rather completely changed, where it was possible to make the requisite alterations in the buildings.

The remaining fifteen grammar schools are conducted on a different plan. Each building contains a large room or hall, in the upper story, capable of holding 200 or 300 children, and from seven to ten class-rooms, each fitted up with seats and desks to accommodate 60 or 70 pupils; and is occupied by a single school, divided into as many departments as there are class-rooms, all under the control of a head master or Principal, who has the direction of the whole course of instruction. Children are admitted in the grammar schools from the primary schools on the first Mondays of September and March, provided they are found, on examination by the master, to be able to read easy prose; to spell words of two syllables; to distinguish and name the marks of punctuation; to perform, mentally, simple questions in the four elementary rules of arithmetic; to answer readily any combination of the multiplication table; to read and write Arabic numbers containing three figures, and the Roman numerals as far as the sign for one hundred; and to enunciate clearly, and distinctly, and accurately the elementary sounds of our language. The grammar school course extends over six years for boys and eight years for girls, and embraces reading, spelling, writing, arithmetic, geography, history, map-drawing, grammar, composition, book-keeping, linear-drawing, and natural philosophy. Algebra, geometry, the philosophy of natural history, and human physiology may be introduced, when in the opinion of the master, any part of his scholars can attend to them without neglecting their other studies. The staff of teachers consists of a master, with as many assistants as there are departments in the school, two of these generally being males, and the others females. The master has the care of the senior or most advanced department, but, as he is required to examine, in person, the classes of the other teachers from time to time, he is provided with a female assistant who superintends his division while he is thus engaged. Each grammar school master receives a salary of \$1500 per annum; each sub-master, \$1000; each usher, \$800; each master's assistant, \$400; and all other assistants, \$250 each for the first year's service, \$300 for the second, and \$350 for each succeeding year. By the time a boy has reached the age of fourteen, he is expected to have passed through the several departments of the grammar school and to have qualified himself for admission into the ENGLISH HIGH SCHOOL.

This Institution was established in 1821, with the design of furnishing the young men of the city, who are not intended for a collegiate course of study, and who have enjoyed the usual advantages of the other public schools, with the means of completing a good English education and fitting themselves for all the departments of commercial life. Any boy over twelve years of age, who stands a satisfactory examination in reading, writing, spelling, English grammar, arithmetic, modern geography, and the history of the United States, is eligible for admission into the English high school. The prescribed course of studies is arranged for either three or four years, and includes linear-drawing, ancient geography, general history, book-keeping, algebra, geometry, trigonometry, natural philosophy, chemistry, geology, logic, intellectual philosophy, English literature, the French and Spanish languages, declamation, moral philosophy, political economy, natural theology, and Paley's Evidences of Christianity. It is supplied with a very extensive and valuable set of philosophical and mathematical apparatus, and contains 180 pupils, under the care of five teachers.

The LATIN SCHOOL is designed for instruction in the languages. Boys can enter at ten, and, after going through a six years' course of study, fit themselves for matriculation into any respectable college or university. In it four teachers give instruction to 200 pupils.

At the summit of the Boston school system is the city NORMAL SCHOOL, instituted in 1852, for the purpose of giving those pupils who had gone through the usual course of study in the grammar schools for girls, an opportunity of qualifying themselves for the duties of teachers. It is divided into two departments—a Normal school, in which 150 female students, between the ages of 16 and 19, are taught by a master, with three assistants; and a Model school, containing about 150 children, in which the students-in-training are required frequently to assist, for the purpose of acquiring experience in the application of correct principles of instruction and discipline, under the direction of skilful teachers. The prescribed course of instruction in the Normal school is arranged for two years, and its aim is to fit the pupils for the duties of teachers, by making them familiar with the most approved methods of teaching, and by giving them such command of the knowledge they have acquired, and such facility in imparting it, as shall enable them to originate methods of their own, and to apply them successfully to the instruction of those who may afterwards come under their care.

I have thus given a brief and very imperfect sketch of the several parts of the Boston school system, and I now solicit your attention to a few general facts respecting it as a whole.

The entire government and supervision of all the public schools in the city rests in the general school committee, which consists of the Mayor, the President of the common council, and twenty-four members, who are elected annually—two for each ward. The Mayor is chairman, and appoints the various committees, among which is a visiting committee for each school, consisting of five members for the English high school, five for the Normal school, five for the Latin school, and three for each of the other schools. These committees are required to visit their respective schools at least once a month, without giving notice to the instructors, and to report quarterly upon their wants and general efficiency. Two years ago, the Board, feeling how vastly important the trust reposed in them by their fellow-citizens, and how impossible it was for persons actively engaged in business like them, to give that minute attention and vigilant supervision in every department of their school system, which is essential to its thorough efficiency and success, appointed a city superintendent with a salary of \$2,500 per annum. It is his duty to devote the whole of his time and attention to the improvement and superintendence of the public schools; to pass continually from one to another, and critically examine them; and to make, from time to time, such suggestions to the Board as he considers would tend to render their various educational institutions more perfect. Since this office was created, it has been filled by Mr. Nathan Bishop, under whose talented and energetic direction the schools of Boston are said to have more than doubled their efficiency within the past two years.

The city annually expends about \$350,000 upon its public schools. It has invested in school-houses about \$1,500,000. The whole amount of money raised yearly, by taxation, for city purposes, is about \$1,200,000. Hence, it appears that, at present, somewhat over 29 per cent. of the city taxes is appropriated to school purposes. During the last fifteen years the proportion has varied from 25 to 34 per cent., or from one-fourth to one-third. The population of Boston is about 150,000; and if the amount expended for schools were raised *per capita*, the proportion paid by each man, woman, and child towards the expenses of the public schools would be a little over two dollars. The number of voters in Boston is somewhere about 22,500. If the expense of the schools were divided equally among them, each would have to pay about \$15. The whole number of pupils annually attending the various public schools is about 22,000; the total yearly cost of educating each child is therefore about \$16.

Such, then, are the general features of the Boston public

schools. Together, they constitute a system of which Boston may well feel proud, and which have earned for her the well-deserved reputation of being the Athens of America. In their efficiency, their general arrangements, and the facilities they afford for obtaining a good English education, they are perhaps unsurpassed by any other educational institution in the world.

With regard to the best method of teaching, I have seen nothing but what has tended to deepen my conviction that the Normal school system—by which I mean that mode of imparting instruction and that plan of school government introduced into Canada by our Chief Superintendent, and exhibited in the Provincial Normal and Model schools—is better adapted than any other for the harmonious development and healthy cultivation of the mental faculties. In Boston, in Providence, in New York, wherever I went, I heard our Canadian Normal school spoken of in the most flattering terms, as being one of the most, if not *the* most efficient in the continent of America. Our system of teaching differs in the most important particulars from that in use in the neighboring States, being less mechanical in its nature, and more addressed to the understanding and reasoning powers of the learner. Instead of considering the child a machine from which a certain amount of work is to be expected, it proceeds upon the assumption that he is an intellectual being to be carefully trained and educated according to the laws of his nature. Its legitimate aim, doubtless a lofty one, but still one which it is better designed than any other to attain, is the cultivation of *all* the powers of the mind, the improvement of the taste, the guidance of the imagination, and the elevation and refinement of the whole character. I consider that Boston would derive even more advantage from the adoption of our system of teaching, than we shall from its plan of school organization.

I cannot refrain from adverting here to a subject which is, at the present moment, creating considerable excitement in our midst, and about which much misapprehension prevails—I refer to the use of corporal punishment in our schools. It seems to be very generally believed in this city, that your Board, in adopting the Normal school system, pledged itself to conduct the public schools without having recourse to that mode of discipline,—that in fact the Normal school system does not recognize, in any case, the necessity of an appeal to the rod. It has been represented that these are the views entertained at the Department of Public Instruction and given expression to by Dr. Ryerson and Mr. Robertson, at the opening of the Central School in May, 1853. Now some error must exist on this point, for I know that the deliberate opinion both of the Chief Superintendent and of the Head Master of the Normal School is that it *must* be resorted to in rare and exceptional cases. It is true that the Normal school system insists that the cultivation of kindly intercourse, and mutual confidence and respect between the teacher and his pupils is, except in very extreme cases, all that is necessary; but at the same time, it is also certain, that it asserts that order is the first law of the school room, and that obedience and submission to the authority of the teacher must be maintained at almost any sacrifice. I have said this much to show that the prevalent impression upon this point is wrong, but I by no means intend to imply, that corporal punishment has not, on the part of one or two of our teachers, been far too frequently inflicted within the past two or three months. Although I believe that in cases of direct insubordination, when all other means have failed to produce submission, the infliction of even severe chastisement may be necessary and salutary; I consider that these instances are very rare, and that the frequent resort to this means of asserting authority, by any teacher, betrays a deficiency of moral power, and a want of ability to command respect by force of character. The constant habit of witnessing it cannot but have a demoralizing effect upon the school; and there is great danger when it is inflicted, on almost every occasion of misconduct, that it may be resorted to unjustly, by the teacher, in a moment of haste and irritation, simply as the readiest means of enforcing order, and in cases where milder and less objectionable means would have been equally efficacious. I would not have your Board take the power of appealing to the rod out of the hands

of the teacher, for cases of aggravated ill behaviour will occur which only this form of discipline can reach, but it is a power of a very grave nature, and should be used with great judgment and discretion. That the infliction of corporal punishment should be a matter of almost daily occurrence in the class of any teacher, and should be made use of for slight and trivial causes, is, I think, utterly inexcusable, and an evil which ought to be remedied. Every teacher engaged in our schools should be required, by this Board, to strictly carry out the *spirit* of the Normal school system, and then, a love of study for itself, and a generous desire to secure the approbation of their instructors, and to promote the interests of their school would be developed among the pupils which would constitute a sufficient stimulus without appeals to the sense of fear.

In the second place, a well organized system of public instruction should secure an education for *every* child in the community, and, if necessary, *compel* every child to partake of its advantages.

Boston has adopted two laws directly bearing on this subject. One of these requires, that every parent or other person having control of a child between *five* and *fifteen* years of age, shall send him to school for a period of at least twelve consecutive weeks in each and every year, under penalty, in case of neglect, of a fine of \$20; and the other provides, that every child of school age, who is found on the streets during school hours, and not engaged in some lawful occupation, shall be taken in charge by one of several officers, called Truant officers, and upon conviction before a Justice of the Peace, be either fined \$20, or committed to the house of instruction or reformation, for a period of time not greater than one year. The immediate effect of the adoption of these two ordinances in Boston, has been to increase the number of children in the public schools about ten per cent., and the average daily attendance about fifteen per cent.

It may be asked, has Government any right to authorize city Councils to pass by-laws rendering it obligatory on the part of parents to send their children to school? In answering this, it is necessary to remember that our common school system is a branch of Government itself, just as much as our Law Courts, and our Police and Criminal regulations are, and that one of the chief aims of Government, in establishing and maintaining it, is its own preservation. Our school system is designed to furnish children with that amount of moral, physical, and intellectual culture, that discipline of mind, that self-reliance, that ready energy, those habits of deep practical investigation, and that patriotic love for their country and its laws and institutions, which will make them acting, practical, common-sense citizens and subjects,—men who know their own rights and obligations, but who also know the rights and obligations of others, and the relation they sustain to Government and their fellow men. In establishing a school system, one of the most important objects of our Legislature, then, is the *forestalment of crime*, by bringing the minds of children under proper influences, before they have become contaminated with vice. Our Courts of Law and their various officers, cannot interfere until crime has actually been perpetrated. No one questions the obligation of Government to furnish educational privileges for its subjects; now, when, at very considerable expense, these privileges are provided, has it not an equal right to see that every class in the community partakes of them? No one doubts the right of Government to punish when crime has been committed; should it not have equal power to punish those, who neglect the means employed to prevent crime—in other words, should it not have the power to punish the parent who, without just cause, deprives his child of an opportunity to obtain an education? The parent is not the absolute owner of the child; the child is a member of society, has certain *inalienable rights*, and is bound to perform certain duties, and so far as these relate to the public, Government has the same right of control over the child that it has over the parent. It has an equal right, therefore, to command the *child* to attend school, and to compel the *parent* to permit him; inasmuch as it is equally bound to use all due means for the prevention of crime, and to punish it when it has been committed.

Hamilton is rapidly becoming a city of the very first importance. A bright and mighty future is before her. In commercial enterprise, and in public spirit, she is already second to no city in Canada. Her system of public instruction is yet in its infancy, and to this Board is assigned the momentous duty of establishing it in such a manner that it will become the pride and glory of her citizens. It is even now, under the careful supervision of your Board, gradually developing itself into a healthy maturity. We may gaze upon the rose bud when the heating sun pours its rays upon it, and the dews and gentle rains water it, but the closest watching eye cannot discern its imperceptible expansions; and yet, beneath these genial influences, it soon blossoms into the full blown rose. Thus too, of our school system, while it is difficult for us, now, to realize the blessings it is intended to confer, they will be fully appreciated by our children and children's children. May its foundation be based upon principles of the most profound wisdom, and may the members of this Board be rewarded for their anxious efforts, by seeing Hamilton, at no distant day, rivaling even Boston itself, in the efficiency and perfection of her common schools.

THE STUDY OF BOTANY.

Since the Schools of our State, as well as those of all adjoining States, with their thousands of scholars and teachers will soon again be engaged in the pleasing study of Botany, I have thought it incumbent on me to make a few suggestions through the medium of the *Journal* in relation to the best modes of study and instruction in this department of science.

In this Institution (Ohio Female College) we commence the study of Botany in the month of February, in time to acquire a good knowledge of its scientific terms and principles before the full opening of the spring. In the more Northern States, however, March is sufficiently early. But the study of botany in the abstract is liable to become dull, and in the absence of living illustrations, the teacher will find it necessary to enliven his recitations by black-board drawings, dried specimens, cuttings of wood, &c.

But no artificial preparations will satisfy the learner in science. As indications of Spring multiply, he goes forth into the fields and forests to watch and welcome the first open blossom of the season. This, with us about Cincinnati, is the well known "Pepper and Salt," (*Erigenia bulbosa*, Nutt.) The first discovery of this little Spring-born plant is a triumph, and the delight which our young botanists express on that occasion is altogether extravagant, and quite surprising to the uninitiated.

The appearance of the first flower of Spring, then, brings us our first relief from the dry abstractions of science, and affords us our first exercise in botanical analysis. When assembled again in the classroom, each pupil bearing a specimen of the plant in hand, the teacher directs them all to examine attentively the several parts of it, and to ascertain the nature of the root, stem, leaves, and other appendages, until they are able to describe with promptness, in appropriate terms, when called. A few interrogatories will show whether these things have been correctly learned. Then, in succession, they each resolve the several steps in the analysis. This process if conducted without error, leads promptly to the Natural Order of the plant under examination. The same process with the "Conspectus of the Genera" under that Order, conducts to the *genus* of our plant.

In order to confirm the results of the analysis, we recommend to the student the careful comparison of his specimen with the characters given at the head of the Natural Order, before proceeding to the analysis of the genera; and the same comparison with the generic characters before the study of the species.

This method of analysis conducted according to specific rules, and leading to a speedy and accurate result, affords an exciting rational amusement, as well as an invigorating intellectual exercise; and may often be exchanged in the class-room for the ordinary recitations, with much advantage to the learners. For, in tracing this little plant (*Erigenia*) to its proper place in the Natural System, we do effectually learn its every important character, and put to the test nearly all the science we have previously acquired. Thus the student learns to recognize at once and forever, the *tuberosus* root, the hollow stem, sheathing petioles, the umbel, involucre, &c. of the UMBELIFERAE. So with regard to any other plant.

In the use of our analytical tables, the student will soon learn the necessity of keeping the *right track*. A single erroneous decision turns him aside from the true course, and all his subsequent search for the place and name of his plant, until that error be retrieved, will prove in vain. And yet, it must be confessed, that very few botanists are able in all cases to avoid these errors in analysis, so numerous are the disguises which plants may naturally or accidentally wear. To fortify

the learner as far as possible against these errors, I had designed to point out the sources, and to refer briefly to those plants in our Flora most liable to be thus misunderstood in their character.—*Ohio Journal of Education*.

INCENTIVES TO EVENING STUDY.

Perhaps I should say at the outset, that different scholars require unlike treatment; and different teachers adopt various methods of dealing with the same pupil: this is owing to a dissimilarity in age and disposition, as regards both teacher and scholar. All will agree, however, unlike as may be their means, that their object is the same, the greatest good to the greatest number of those under their jurisdiction. Now, in order that they may progress rapidly in their studies, it is necessary that all things of a vain and trivial nature be prevented from pre-occupying and monopolizing their attention. I need not again urge that evening is the time when this mental dissipation most naturally occurs; but I will proceed to say that—

First of all, every scholar, young or old, should have the advantages of evening study clearly and impressively explained to him: this alone will induce all well disposed and ambitious pupils to assent to any reasonable requisition by the teacher, in this respect; so that only the rebellious and slothful will need special rules for their government; and then of course, the seditious must be subdued, while the powers of the indolent need not be energized. The desideratum here, as in all other cases in school, is that the general sentiment be favorable to the plan proposed by the instructor: unless he can render his system popular with those for whose benefit it is to be applied, he had better discontinue it at once. Every successful teacher is necessarily sufficiently acquainted with human nature generally, and the dispositions of his scholars in particular, to foreknow what will meet the approval of the greater number of those whom he instructs.

Again: though the teacher may make such rules as he pleases, provided they are not unreasonable, for the government of his pupils in school, he can not compel them to study evenings, unless he secures the consent and co-operation of their parents or guardians. I am aware that there are teachers who think a large share of determination and menacing will enable them to govern their scholars out of school; but it seems to me that such a course is unnecessary, and hence unwarrantable. At all events, such teachers generally fail to obtain the good will and confidence of their pupils, without which I look upon the vocation as excessively unpleasant and wearisome.

As to those scholars who can study in the evenings, if they choose but whose parents will not enforce the practice, I adopt the following method:—At the beginning of the term, I announce that every pupil will be expected to study at least one hour each evening; and that unless he do, or bring an excuse from home, I shall mark him low in *diligence*. At the close of each day, I take the time each studied the evening before, which record I preserve carefully, and at the end of the term, read the total amount of study by each scholar, with other items that I note down concerning every pupil under my charge; such an attention during the time of recitation, neatness and order, general conduct and his credit in each study. Of course, before such an announcement, I explain fully as I can, the benefits arising to scholars from their studying in the evenings.

The result of all this is, that out of a school of sixty pupils, I have not half a dozen that disobey the requirement. Several of those under my care study from three to five hours every evening, and one or two study as much out of school as during school hours, and thus actually, get the benefit of two terms' schooling every term. In the place of the hooting and yelling that once made "night hideous," proceeding from my pupils, any one passing through our streets is not disturbed by such rowdiness; and should he call at the residence of their parents, he will find them book and slate in hand, quietly surrounding the study-table, and there laboring to master the lessons given them during the day.—*Ohio Journal of Education*.

D. A. PEASE.

SYSTEM AND ORDER.

The life of Noah Webster, the author of the best dictionary of the English language, affords a striking illustration of the value of system. When a young man he conceived the idea of producing a new dictionary of the English language. Having determined to make this the great work of his life, he set about preparing himself for it, by an extensive course of study. Year after year he labored on in patient obscurity, exploring the fields of literature and science, and gathering and arranging the materials for his great work. Every thing he read, or studied, or accomplished, had a bearing on the great object of his life; and this was the grand secret of his success.

"Method," says his biographer, "was the presiding principle of his life."

The love of order and system often manifests itself at an early age, and is a praiseworthy and enviable habit even at that period of life. The boy who studies and works by method will accomplish much

more by the same means, than another boy of similar capacity, who acts without system. He knows what he is to do, and he does it. He does not begin twenty different things and leave them all unfinished. "One thing at a time, and a time for every thing," is his motto. If he has a lesson to learn, he does not neglect it until the hour of recitation has almost arrived. He has a season for play and another for work, and does not allow the one to interfere with the other. You think he has a strange "knack" of doing things *easily*, and wonder if he has not got a stronger mind and body than other boys. But his secret is, Order and System. These habits are his "labor-saving machinery," which enables him to accomplish more work than his fellows, in better manner, and in less time.

A very rich man, who had been quite poor when a boy, was asked how he acquired his wealth. He replied, that his father made him form the habit early in life of doing every thing in its time, and it was to this habit that he owed his success.—*Well-Spring*.

THE WAR: HOW TO USE IT IN SCHOOLS.

TO THE EDITOR OF THE ENGLISH JOURNAL OF EDUCATION.

SIR,—We are come *in medias res* as to the war which has been pending. Affecting everybody and everything, these stirring times are exercising their influence upon schools and school boys. They are sharpening us all up more or less. Now I feel for my own part as if we schoolmasters had a specific interest in what is going on within the lines at Sebastopol, and I endeavour to bring passing events in this light before my boys. I conceive that, in spite of its deplorable evils, the war is our great ally in the cause of order and discipline throughout our schools. All will at least agree that it is a fact which we are bound to turn to the greatest account for the good of those committed to our charge. It is my purpose briefly to show what precise advantages the schoolmaster may draw from this root of bitterness.

In the first place then, it must be granted that discipline is the same thing, whether it be the discipline of the army, or of the church, or of the school. In each it is the soul of order. If our great business as teachers be to implant wisdom in the hearts of our scholars, then must everything which tends to strengthen the hands of discipline be carefully cherished by us. For the son of Sirac tells us that the "very beginning of wisdom is the desire of discipline." To make boys love discipline then, is a great point towards fitting them for those higher responsibilities of life, wherein wisdom is the only safe guide.

Now, as "example is better than precept," so is the example of what discipline has done and is doing for us—how it gives men unflinching courage in the face of death, how it exalts the quiet discharge of duty as such into a tale of heroism—so is example, with its voice from among the trenches of the beleaguered city, an abler and more attractive teacher than any abstract exhortation to duty. We engage the chivalrous element in boy-nature, when we point to the charge of the guards at the Alma, as embodying the spirit of implicit obedience irrespective of consequences. And Solomon acts upon the same principle, when he tells us that, "he that hath no rule over his own spirit is like a city that is broken down and without walls." Our very title as "Soldiers of Christ" is an appeal to the same principle of our nature; and the few, who have not felt the force of the analogy as an attractive argument in aid of discipline, and as the strongest of all inducements to exertion. With boys, who are slovenly in their singing or disposed to trifle with a call to silence, my argument is this: "Those who don't sing smartly," or "those who don't know how to do as they're bid *once*, depend on't, would have made poor work of it at the Alma." If the field of battle to a well-trained soldier is only a larger parade ground with the accident of ball instead of blank cartridge, all will depend upon his conduct on parade. Boys must be made to feel this; and, whilst the papers are teeming with anecdotes available for every possible parallel of behaviour in school life, now, I say, is the time for claiming the battle-field and the siege as our allies in the business of inducing that first flush of desire for discipline, which is the very beginning of all that is higher in the work of Christian education.—November, 1854.

G. S. G.

HOW TO ILLUSTRATE TOPOGRAPHY.

TO THE EDITOR OF THE ENGLISH JOURNAL OF EDUCATION.

SIR,—I have hit upon an expedient with my Cæsar Class which I think needs only to be pointed out to be adopted by others. You know how hard it is to make boys understand a map or plan on paper, involving as it does a necessarily imperfect representation of varying attitudes of land and water. With a view to meeting this difficulty I have adopted the following plan, which, I need scarcely say, is not altogether original. I take a tray, and sprinkling it with sand, lay thereon a sheet of common window-glass, for my sea-level. I then heap up sand (of different degrees of fineness it might be) and mould at will, leaving the glass bare to represent water, or sea, or lake level, or inserting a bit of glass in the sand for water at a higher elevation.

I need not enter into further particulars, but may leave the rest to individual ingenuity. All those to whom I have mentioned the plan have been struck by its simplicity and usefulness. Clay, though more permanent, and with other manifest advantages over sand, is dirty, and becomes hard, and is therefore virtually insufficient for the purpose, but a tray of sand might stand on the school-room or study table in any house, and would be always ready at hand for the elucidation of plans, be the subject what it may—the bit of mountain and lake country that we so much admired last summer, or the lie of the land about Sebastopol, or the battle of the Lake Thrasimene.

I find that I can in this way bring my boys into understanding and describing in the original the several operations of a battle on ground otherwise difficult to understand, and I need scarcely add, with an interest before unknown.—November, 1854.

G. S. G.

THE PROFESSIONAL EDUCATION OF THE TEACHER, LAWYER, DOCTOR, Etc.

The advantage of Normal schools is very generally conceded and acted upon in most of the States where the Common School system has received due attention. It is as necessary for a man to receive a special education in order to fit him for becoming a successful teacher, as it is for any other department of life. What propriety is there in establishing and endowing schools of Law, of Medicine, and of Theology—of apprenticing men to a long and rigid training in the different arts, in order that they may rise to eminence each in his several sphere, and at the same time leave one of the most important of all professions, that of the teacher, to take care of itself? Men do become successful teachers, it is true, who never saw the walls of a Normal school—who never received any instruction in the science of teaching except that obtained by observation, ripened by their own experience; and it is equally true that men have risen to eminence at the bar without ever having set foot inside a State where a Law School is established, and that some of the most eloquent and learned divines who have illuminated their age and stirred up to good deeds the hearts of men, have never studied nor dreamed over the disputed points of a knotty theology in the cloister or the school.

These facts, stubborn as they are, do not disprove the value of schools established for special purposes, but merely show that the indomitable energy of individuals enables them to rise, not only in absence of all advantages, but in despite of all disadvantages. They themselves are usually ready to concede the value of extraneous helps, and lament the stern necessity that shut them out from their benefits, which, if they had been obtained, would have raised them to still higher pre-eminence. Other men there are, either naturally deficient or who neglected to avail themselves of all extraneous circumstances, and as a consequence go through life a standing reproach upon the institutions of which they boast themselves graduates.

Normal Schools will not make good teachers out of materials never designed by Nature for such a calling. There are men, and women too, innumerable in the ranks of pedagogues, as in all other spheres of life, who have mistaken their profession. They might be both useful to themselves and profitable to the community somewhere else in the great organism of humanity; but as teachers, they are as much to be deprecated as the changing of an excellent farmer into a wretched clergyman, or a skilful mechanic into a disreputable limb of the law. For such materials Normal Schools are not established, but for those competent, with a proper training, to teach, and to teach well; next to a liberal and thorough collegiate course, their discipline is the most effective. Indeed, with the most thorough academical course, special instruction on the science of teaching should always be superadded.—*Rural New Yorker*.

EDUCATION IN NEW SOUTH WALES.

That primary education should for many years have secured for itself a large measure of public attention in a country having the antecedents of New South Wales, is matter of surprise and gratification, and furnishes another proof of the mental and moral superiority of the Anglo-Saxon race. It is indeed strange, that the colony in which the shores of Botany Bay are classic ground, should vote, in one year, the large sum of fifty thousand pounds for education, and that, too, when its population is estimated at less than a quarter of a million. Such, however, is the case. The people of New South Wales have established a University, engaged an able staff of professors, and voted money for the erection of a suitable building. The current expenses of the institution are defrayed from a grant of five thousand pounds per annum from the Colonial Legislature. In addition to the liberal provision for the higher education, measures are in progress for the establishment and endowment of affiliated colleges in connection with the University, and for the erection of grammar schools of a superior class. We are more immediately concerned, however, with the present condition of elementary education in the colony. That it is not in a state satisfactory to those benevolent members of the Legislature who

interest themselves in promoting the mental, as well as material welfare of their fellow-citizens, may be inferred from the fact that a Committee has been appointed "to inquire and report whether any measures can be adopted for improving the means of education, and for diffusing its benefits more extensively throughout the colony." This Committee is still engaged in the inquiry, and has availed itself of the professional skill and experience of real *working teachers*—a fact, in itself, of deep significance. As in most other countries where the subject receives much consideration, the opinions of educationists vary very greatly. But upon one point they are all but unanimous—that it is the duty of the State to educate the people. They differ widely, however, as to the mode of carrying out this principle. A reference to the nature of the population will explain, to some extent, the difference in the sentiments of the friends of public education. Let it be remembered, that in New South Wales there is no established church, but that all sects are upon a footing of equality.

The funds voted by the Legislature are placed at the disposal of a central Board composed of representatives of the different religious communions. By this Board, the money is distributed among the four principal denominations, in the ratio of their respective numbers according to the last census. There, the duties of the Board virtually end; for, though they nominally inspect the schools under their jurisdiction, they have no voice in the appointment or dismissal of the master, and no power to interfere in the internal management of the school. They cannot even pay the teacher his salary without the consent of the clergyman under whose immediate superintendence the school is placed. We need scarcely observe, that this arrangement is anything but satisfactory.

The system contains radical and inherent defects. One reason for its general adoption was the mutual jealousy prevailing between the various sects. Each feared that attempts at proselytism would be made by the others, and consequently each was desirous of establishing its own schools. The consequence, among a small and widely scattered population, may be guessed. Wherever one denominational school was established, three others soon sprang up in the neighborhood. Thus, in the same country town, and in the same quarter of a city, a number of children, barely sufficient to fill one good school, was divided into four. Every teacher is acquainted with the disadvantages attending small schools—their lax discipline and torpor of intellect. Of course, the smaller the school, the less became the teacher's emolument from this source. Or, if his excellence attracted children of other denominations to his school, he was compelled to violate the rights of conscience in their case or in his own. If he acted up to the principles and regulations laid down for his guidance, he was obliged to inculcate religious tenets of which their parents could not possibly approve, and thus the children's consciences might suffer wrong. On the other hand, if children of a different communion attended his school, and the master in consequence refrained from teaching them the catechism, he was positively disobeying his instructions, and breaking the tacit agreement existing between the clergyman and himself, as between the employer and the employed. He was in this manner endangering his own moral rectitude.

Another disadvantage of the denominational system arose out of the same facility of multiplying schools. Only a certain fixed sum was granted to each denomination, whatever might be the number of their schools. Consequently, the more numerous the schools, the less was the amount allotted to each, and the smaller the teacher's salary. As a result of this arrangement, it was found that men of attainments and ability left the profession, and sought in other employments a more suitable reward for their talents and industry. With a few honorable exceptions, the teachers gradually degenerated till those only remained whose sole qualification for the office was their failure in every other pursuit. The effect of this state of things may be easily imagined. At a great expense to the country, the children obtained an education that was merely nominal, or worse. In the large towns of the colony, the education was better, as the schools were larger, and the masters better paid. Still, on the whole, the condition of the country in this respect was unsatisfactory.

About the year 1848, some friends of education, alarmed at the expense and inefficiency of the instruction given in the denominational schools, proposed a plan of combined education for all sects. They had previously examined into the systems in operation in other countries, and had regarded with especial attention that introduced by Lord Stanley into Ireland. The peculiar circumstances of that country as respects religious affairs, offered some analogy to the state of matters in New South Wales. In both, there was a great variety of conflicting religious opinions, which opposed almost insurmountable difficulties to the construction of a combined system of instruction. But, by the charitable co-operation of good men of all creeds, a system was formed and successfully brought into operation in Ireland, though not without strenuous opposition from the more bigoted of each religious party. This system, commonly known as the "Irish National System," it was determined to introduce into New South Wales. Accordingly, an act was passed in the Local Legislature, by which Commissioners were

incorporated for the purpose of carrying out the system, and money was voted for the same purpose. The distinctive principle of this system is that, while children of all sects are admitted to the same school, and all are instructed in those portions of our faith held in common by all Christians, the peculiar tenets of no religious body are interfered with—instruction on those points being left to the Clergy and Ministers. To carry out this principle in its integrity, a well-known series of books was compiled. The advantages expected to result from the adoption of the Irish National System in the colony, were—first, the formation of schools in localities where the population was too small to admit of the establishment of separate schools; secondly, the gathering of the children into large schools instead of small ones, so that a sufficient salary might be obtained to induce men of ability to come forward; thirdly, the promotion of good will and harmony among all classes of the community; fourthly, the reduced cost of supporting a Normal School for teachers of all creeds; and, fifthly, facility and cheapness of inspection. As in Ireland, the plan was greeted with the most determined and unreasoning opposition. Its promoters—men whose character stood high—were denounced as atheists; the system was "godless" and "infidel." After a time, however, the opposition became less violent, and National Schools began to increase rapidly. The Commissioners erected a Model School, and sent to the mother country for teachers.

The discovery of the gold fields, in 1851, produced the same paralyzing effect upon educational matters as upon all the other pursuits of the colony. From this shock the country is slowly recovering. The Commissioners have adopted the Pupil Teacher System, and are about to introduce the plan of awarding certificates, as is done by the Committee of Council. Before a teacher can be appointed, he is required to spend a month in the Model School, and at the expiration of that time to undergo an examination. If successful, he is appointed to a vacant school. Country schools are under the supervision of a Local Committee, consisting of clergy and laity of all denominations; but the master is responsible to them only so far as regards his moral character. The Inspector examines into the efficiency of his school. Each teacher has a fixed salary, the whole of the fees paid by the children, a residence, and a plot of land, varying from a quarter of an acre to nine acres. When the new regulations respecting certificates of merit come into operation, the teacher's emoluments will be considerably increased.

The total number of schools in the colony is about three hundred. Owing to the incessant migrations induced by the attractions of the gold fields, the attendance fluctuates greatly, though the total number of scholars may be roughly estimated at twelve thousand. A very considerable proportion of the schools are closed for want of masters. Many are likewise rendered inefficient for want of apparatus. Were building operations less expensive, new schools would be erected in all parts of the colony. In consequence of the costliness of building, the Board of National education have been compelled to send to England for iron school-houses. The educational prospects of the colony are beginning to assume a most flattering aspect. They will shortly be made the subject of legislative enactment, and the public are now fully alive to the necessity of obtaining thoroughly trained teachers, and of offering them commensurate rewards.—*Australian Correspondence of the English Educational Expositor, March, 1855.*

THE EDUCATIONAL INSTITUTIONS OF TURKEY.

If Abdul Medjid loves literature, he wishes to have his taste for it shared by his subjects, whom he is always endeavouring to rescue from their ignorance. It is from his reign that the re-organization of public instruction must be dated.

In 1848, an imperial decree ordered the formation of council, to which were intrusted all questions of public instruction, and the task of erecting a building to serve as a new university.

The state of the muktebs, or primary schools is satisfactory enough at the present day. Elementary instruction in Turkey is gratuitous and obligatory.

The law ordains that each mussulman, as soon as his sons or daughters have reached their sixth year shall have their names inscribed in the books of one of the public schools, unless he proves his intention of educating them at home, and shows that he possesses the means of doing so. At Constantinople there are now existing 396 muktebs or free schools, frequented by 12,700 children of both sexes. After four or five years passed in the mukteb, the child who wishes to continue his studies further, enters a secondary school, where instruction on all points is gratuitous. There are now six of these schools at Constantinople, containing 870 pupils.

The superior instruction has been divided into several branches: the school of the mosque of Ahmed and that of Suleiman, for the young men who are intended to fill public appointments; the college of Valide Sultana, founded on the same view: The normal school for the education of the professors; the imperial school of medicine; the military school, the naval school, and the agricultural school of San Stefano. Ab

dul Medjid, who has studied the writings of the political economists, has understood that agriculture must be the principle source of the riches of the empire. Indeed, Turkey, distanced by other nations in trade and commerce, should be above all an agricultural country, and a producer of raw materials. It was this conviction that led to the establishment of San Stefano, where sixty-six young men, half natives and foreigners, are instructed. Agriculture, for the rest, is much in want of encouragement. For a long time past, it has been in a deplorable condition. The Turkish peasant is ignorant, and wedded to his old routine; while the exactions of every kind to which he has been subjected up to the present time, have entirely discouraged him.

Abdul Medjid himself superintends three different schools, and visits in person at the frequent examinations, by which the progress of pupils is tested. In a vast hall, decorated with military trophies, and provided with scientific instruments of every kind, a hundred young men, of from 15 to 20 years of age, modestly await the Sultan, whom they love as much as they revere. No noise takes place amongst them—no conversation, no laughter, all eyes are turned towards the throne, which stands in the middle of the room, and which is yet empty.

At length Abdul Medjid appears and sits down—and near him the sheiks, the ulemahs, the ministers, and the principle pachas. Each pupil advances in turn towards the throne, and replies to the questions which are put to him by one of the professors, one of the ministers, or by the Sultan himself. The questions refer to mathematics, literature, and art. When Abdul Medjid puts a question, he does so with the greatest kindness. If the pupil replies correctly, a soft smile lights up the Sultan's face; if he makes a mistake, the Sultan corrects him with indulgence and without making him the least reproach. When the examination is finished, rewards are given to those pupils who have chiefly distinguished themselves.

The young Turks are very intelligent and docile; without vanity; exceedingly conscientious; and bent upon doing their duty. They are grave but polite in their demeanour, and never quarrel or dispute.

There are numerous libraries at Constantinople; the number of volumes which they contain may be estimated at 80,000, reckoning both MSS. and printed books. The literature of Arabia, Persia, and Turkey is represented in them; the collection includes philosophical and theological works, poetry, history, books of science, and an immense number of those treatises on conduct and manners, to which the Turks attach almost as much importance as the Chinese themselves. The printing press does its work at Constantinople, but as yet but slowly. The periodical press has produced a sufficiently large number of journals, printed sometimes in French, sometimes in Turkish or Greek.—From *The Ocar and the Sultan*, by Adrian Gilson (Vizetelley).—in the *English Educational Expositor*.

THE SANSKRIT ELEMENT IN THE ENGLISH LANGUAGE.

The late Sir William Jones, and Professor Lee, recently deceased, were two of the greatest oriental scholars England has produced in modern times: the former had every advantage of tuition and books, whilst the latter in early life had no advantage whatever, save a very little help from Dr. Butler, sometime Bishop of Lichfield. We lay stress upon this fact, because the late Dr. Lee ought to be held up for the imitation of hundreds, not to say thousands, of young men in this country, inclined to risk their career of life in the field of literature, notwithstanding the spear, the sword, and bayonet are just now inviting the attention of the more bellicose spirits amongst us. Martial strife is transient in its effects; all that was done at the battle of Waterloo is being now undone; but the intrinsic merits of literary effort remain undiminished in intellectual effect. We would fain live to see the day—for it will assuredly arrive—when the scholars of England and Germany will be proficient in the learned languages of the East and West. When the ancient tongues—which are necessarily the bases of the modern ones—are in some degree mastered, it is easy comparatively so—and we speak from experience—to make sufficient progress in the modern ones, when time and opportunity permit. As far as the learned are concerned in this age, nothing can be more instructive than a knowledge of Sanskrit, the language of the priests, the princes, and learned in India three thousand years ago; because this ancient tongue is the foundation of the Indo-Germanic languages, and the source too from which Latin and Greek are to a great extent derived. Surely it must be very gratifying for Englishmen, since England is now possessed of India's gemmed sceptre, to know that their vernacular is really to be traced in its origin to the language of Brahma, one of the most ancient forms of speech of civilized man; whilst English is actually one of the younger daughters of Sanskrit, yet more vigorous and powerful, because capable of embracing a far wider range of subjects than its mother.

Our readers need not be told that the refined tongue of the instructed is ever at variance with the dialects of the unlearned. Thus in ancient times Sanskrit, could be no more free from the license of the multitude than the diction of the senate and bar with us is now removed from the patois of the provinces. Such was the natural and unavoidable

origin of the Prākṛit of India; with us, common or vulgar parlance is constantly showing itself by the most whimsical abbreviations of words and sentences, and perhaps the French carry this peculiarity to a greater height than we do. Who could ever suppose that the word *bus* was derived from the Latin *omnibus*? Again our never ceasing, *that 'U do*, pronounced just as if it was one word, resolves itself into the majestic, *THAT WILL DO*. Of course these are the simplest adaptations of our speech to the caprice of convenience, and it is not our business to allege more. What we have said shews how all languages, whether ancient or modern, have their learned and common usages; so it fared with the Sanskrit, out of which arose mainly two kinds of Prākṛit, the one used in prose and the other in verse. Prākṛit is the general term, under which are comprised the various dialects which appear to have risen in India out of the corruption of the Sanskrit, during the centuries immediately preceding our era. Their investigation offers much to interest both the philological and the historical student; for not only is a knowledge of Prākṛit (and especially of the principal dialect usually understood by that name), essential to the explanations of many forms in the modern languages of India—supplying, as it does, the connecting link between these and the ancient Sanskrit—but while thus throwing light upon the history of one branch of the Indo-Germanic family of languages, it affords many valuable illustrations of those laws of euphony, with whose effects we are ourselves familiar in comparing the modern Italian and Spanish with the Latin out of which they sprang. At the same time Prākṛit is closely connected with several deeply interesting historical questions. The sacred dialects of the Baudhas and the Jainas are nothing else than Prākṛit; and the period and circumstances of its transfer to Ceylon and Nepal are connected with the rise and progress of that religion which is professed by the principal nations to the north and east of Hindostān. When the Greeks, under Alexander, came in contact with India, Prākṛit seems to have been the spoken dialect of the mass of the people. The language of the rock-inscriptions of King Asoka, which record the names of Antiochus and other Greek princes, about 200 B. C., is also a form of Prākṛit; and similarly we find it on the bilingual coins of the Greek kings of Bactria. It also plays an important part in all the ancient Hindh Dramas; for while the heroes speak Sanskrit, the women and attendants use various forms of Prākṛit, the dialectical variations being more or less regular and euphonic according to the rank of the speaker.

Vararuchi, whose grammar he has so beautifully edited and translated, appears to have been the first grammarian who reduced these popular dialects to a system about the middle of the century preceding our era, i. e. 1500 years before our now highly polished language had a bare existence. It may be now probably taken for granted that Sanskrit, under some form or other, was the first language which was reduced to what may be termed the laws of grammar; we know that grammar, whether in reference to Hebrew, Greek, and Latin, or to the modern languages of Europe, has, almost up to the present moment, been treated as a technical and not as a rational science. Prākṛit almost always uses the Sanskrit roots; its influence being chiefly restricted to alterations and elisions of certain letters in the original word. It everywhere substitutes a slurred and indistinct pronunciation for the clear and definite utterance of the older tongue, and continually effects a concurrence of vowels, such as is utterly repugnant to the genius of the Sanskrit. All dialects, we believe, have this *slurred and indistinct* pronunciation, whilst polished languages, used as such, are pronounced *ore rotundo*. We will now give a few Sanskrit etymons by way of interesting our friends in the study of this wonderful language of the East.

1. MANA, *to think*, hence the Latin *mens*, and the English *man*; thus we see the origin of Tacitus' *Mannus habebat tres filios*: i. e. Man (= Noah) had three sons, whose names we need not repeat.

2. PITRI, *a father*; any one may here see the origin of our *father*, as well as of the Greek *πατήρ* and Latin *pater*. We are inclined to think that the Sanskrit termination *tri* is the root of our terminal *ther*. Of course our readers know that the *tr* is virtually the same as *pa*, and of Hebrew origin.

3. MATRI, *a mother*, in connection with which we might repeat the remarks just made.

4. HASITRI, *fond of laughing*; *ha, ha, he*.

5. JIVITA, *life*; Latin, *vita*.

6. DIVATA, *day*; Latin, *dies*.

7. NIDA, *a nest*; Latin, *nidus*.

8. STAMBA, *a post*, anything standing; Latin, *eto*.

9. VATSA, *a calf*; Latin, *vitulus*, and *vacca*.

10. RASMI, *a ray*; Latin, *radius*.

11. YUGMA, *a pair*; Latin, *jugum*.

12. MANNSHA, *human*.

13. SUCHI, *a needle*; hence English, *to sew*. Latin, *suo*.

14. PUTHIN, *a path*; Greek, *πάθος*, *I tread*.

15. PISHTA, *pounded*; hence Latin, *pinco*.

16. SAMA, *like, same*. Latin, *similis*.

17. DA, *to give*; DINNA, *given*, Latin, *do*.

18. LIBA, to lick; Latin, *lambo*.
 19. HAMMAL, he strikes; hence English, *hammer*.
 20. MALAI, he grinds; hence *mill*, and the Latin, *molo*.
 21. HASSAM, I shall be. Latin, *essem, sum*.
 22. TADA, then; Latin, *tunc*, and Greek, *τότε*.
 23. KE, who; Latin, *qui*, French, *qui*.
 24. RA, a king; Latin, *rex, rego, &c.*—*The English Educational Times.*

JOURNAL OF EDUCATION,
 Upper  **CANADA.**

TORONTO: APRIL, 1855.

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

GRAMMAR SCHOOL REGULATIONS—RELIGIOUS EXERCISES IN THE GRAMMAR SCHOOL.

As public attention has been attracted to this subject, it has been thought proper to publish the following correspondence and explanation:—

Copy of a Letter from the Assistant Provincial Secretary to the Chief Superintendent of Schools for Upper Canada.

(No. 722.)

SECRETARY'S OFFICE,

Quebec, 9th February, 1855.

REVEREND SIR,—

I am commanded, by the Governor General, to inform you that His Excellency has been pleased to approve of the Programme of Studies, Rules and Regulations, for the organization and government of the County Grammar Schools in Upper Canada, prepared by the Council of Public Instruction of Upper Canada, and transmitted, with your letter of the 30th December, for approval, under the provisions of the 6th section of the 16th Victoria, cap. 186.

In communicating this, I am directed to add, for the information of the Council of Public Instruction, that the rules and regulations in question appear to His Excellency to have been prepared with care, and to be well adapted for the good government of the Schools for which they are intended.

I am, at the same time, to state that it will be necessary for you to furnish me with a certified copy of the Programme and the Rules, &c., which have been approved, in order that it may remain among the records of the Department.

On receipt of such a copy, the originals will be returned to you.

I have the honor to be, &c.,

E. A. MEREDITH,

Assistant Secretary.

THE REV. DR. EGERTON RYERSON,

Chief Superintendent of Schools, Toronto.

In accordance with this letter, the programme of studies and rules and regulations, for the organization and government of Grammar Schools, were published in the *Journal of Education* for February.

But, in consequence of representations which were subsequently made to the Government on the subject of these regulations, the letter, of which the following is a copy, was

addressed by the Provincial Secretary to the Chief Superintendent of Schools, on the 10th of the present month:—

(No. 2009.)

SECRETARY'S OFFICE,

Quebec, 10th April, 1855.

REVEREND SIR,—

Adverting to the letter addressed to you on the 8th (9th) February last, informing you of the approval by the Governor General in Council of the Programme of Grammar School Rules and Regulations, &c., transmitted with your letter of the 30th December last, I have the honor to inform you that since the date of the first mentioned letter, the attention of His Excellency has been called to the fact, that amongst the said Rules and Regulations there are contained (in section 3.) certain exercises and forms of prayer, the adoption of which is recommended by the Board.

His Excellency observes that the adoption of these forms and exercises is left discretionary with the Trustees and Teachers; the fact, however, of their being inserted in the positive By-laws and Regulations, might, it appears to His Excellency, lead to the belief that it was meant to enforce upon the Trustees and Teachers of the Schools, conformity thereto.

With a view, therefore, to prevent any misunderstanding on this head, His Excellency in Council has thought it right to cancel his approval of so much of the said Programme of Rules and Regulations as has reference to forms of prayer and exercises.

I have the honor to be, &c.,

GEO. ET. CARTIER,

Secretary.

THE REV. EGERTON RYERSON, D.D.

Chief Supt. of Schools, for U. C., Toronto.

The Council of Public Instruction have thought proper, after due consideration, to adopt the following explanatory minute on the subject of the latter of the foregoing letters:—

Ordered,—That the Council, in preparing a Code of Regulations for the Grammar Schools, felt that it was highly desirable to secure, so far as they could, without infringing on religious liberty, such a recognition of Christianity, by prayer and the reading of a portion of the Scripture, as would impress upon the pupils a due appreciation of the importance of religious duties and becoming reverence for the Word of God. They did not, however, think it to be their duty to render conformity to their recommendations on these subjects in any way compulsory. They deeply regret to find that their object has been misunderstood, and that His Excellency the Governor General in Council has consequently deemed it necessary, "with a view to prevent any misunderstanding on this head," to revoke the sanction which he had been pleased previously to give to them. Under these circumstances, the Council leave the arrangements relative to the daily religious exercises of each Grammar School to the judgment of each Board of Trustees."

VACATIONS AND HOLIDAYS IN UNION GRAMMAR AND COMMON SCHOOLS.

The question having been asked whether the Regulation prescribing Vacations and Holidays for Grammar Schools applies to Union Grammar and Common Schools, we answer that the case having been submitted to the Council of Public Instruction, it was decided that the Regulation in question, should apply to Union, as well as other Grammar Schools, as the law

provides for the union of Common Schools with Grammar Schools, not the union of the latter with the former. In all cases therefore in which Common Schools are united with the Grammar Schools, the Union Schools are subjected to the Regulations which are prescribed in respect to Grammar Schools.

It is worthy of remark, that the several clauses of the *eleventh* section of the Grammar School Act empower Boards of Trustees to prescribe any duties, or make any regulations, in connexion with their respective Schools, which are not provided for by, or are not inconsistent with, the General Regulations prescribed by the Council of Public Instruction, and approved by the Governor in Council.

ENCOURAGEMENT TO TEACHERS TRAINED AT THE NORMAL SCHOOL.

At the close of the winter Session of the Normal School, 15th inst. not only were there applications, with the offer of a liberal salary, for every Teacher, male and female, that was entitled to a Certificate, but there was a considerable number of applications which could not be supplied. The salaries offered to Teachers were very much higher than were ever offered before. A number of applications, both for male and female Teachers, offering very high salaries, have been received at the Education Office since the close of the Winter session. In all cases the applications were for Teachers who had been trained in the Normal School. Nothing can shew more strongly the high value placed on the services of this class of Teachers, and the great encouragement that Teachers and young persons intending to be Teachers, have, to avail themselves of the advantages of the Normal School. With a view to afford every possible aid to young persons thus to qualify themselves for success and usefulness, the Council of Public Instruction have decided, in addition to free instruction and the use of books, to aid each student obtaining a second as well as first class certificate, at the rate of five shillings per week, during *each* session; payable at the end of the session on the students obtaining, after examination, either a first or second class Provincial Certificate of Qualification as a Teacher. The Summer Session of the Normal School commences the 15th of May, and closes the 15th of October. Candidates must apply during the first week of the Session.

SCHOOL BOOKS GOING FROM CANADA TO THE UNITED STATES.

During the last summer, the Secretary of the Board of Education, for the State of Massachusetts, made a visit to Toronto, with a view of examining, personally, the operations of the Normal and Model Schools, the Educational Department, and the working of our School System. He purchased maps, charts, school books, &c., to the value of nearly \$200, for the Office of the Board of Education in Boston. Since then, he has sent three orders for supplies of the "Epitome of Geographical Knowledge, compiled for the Commissioners of National Education in Ireland," for the State Normal Schools in Massachusetts—that book being preferred to any of the kind published in the United States.

OPENING OF JOHN STREET SCHOOL, TORONTO.

On Thursday evening, 22nd March, the new school in John Street, was opened officially by the Board of School Trustees. The pupils attending the school were all present, accompanied by their parents and friends. John Arnold, Esq., occupied the chair. Dr. Burns, Dr. Ryerson, Dr. Pyper, Mr. Ald. Duggan, Mr. Coun. Wright, Messrs. Leslie, McMaster, Tully, Fisher, and other members of the Board, G. A. Barber, Esq., Local Superintendent, and several others who take an

interest in the educational affairs of the city were present. The whole proceedings of the evening were very interesting. The meeting was opened with a very impressive and appropriate prayer, by Dr. Pyper. The pupils then sang "The Orphan Boy," conducted by their teacher, Mr. Thompson.

Mr. BARBER said, from his official position it devolved upon him to offer a few remarks on this occasion—one which he thought every one would admit would be a memorable one, and greatly cheering to the Board of School Trustees. He would congratulate the meeting upon the general appearance and character of the children present as attending the school, and the very handsome appearance of the building itself. He would only refer briefly in regard to school statistics and affairs connected with the schools, leaving out altogether the great principles upon which the Free Schools are established. The first real step towards the organizing a system of common schools in Upper Canada was made in 1844. At that time an amendment was made by the division of the city into school districts, and the election of three persons to manage the school affairs, arranging the school houses, appointing teachers, and all other things necessary. This system continued in force until 1847, when it was found that there were many difficulties in the way, and experience pointed out a better system. This was embodied in the School Act of 1847, under which a Board of Trustees was appointed by the Corporation of the city, and had concentrated within themselves some additional powers to those of the former Board. This Board worked very harmoniously until the principle of Free Schools was adopted by an act of the Legislature, and it became necessary to apply to the Corporation for a sum of money to carry out this system, the schools having been formerly supported by the Legislative Grant and the rate-bill. In 1851 the present elective system came into operation. Each ward elects two trustees, and as there are seven wards in the city, the Board consists of fourteen members, which by law is a corporate body. They elect their own Chairman, and are vested with extensive powers. That system has continued from 1851 to the present time, and he need only direct their attention to the position in which they were now assembled as a proof that it worked exceedingly well for the educational interests of this city. In the early part of 1844 to 1847, the school houses of the city were often in inconvenient places, generally very inconvenient in size, ill-lighted and badly ventilated, and every way unfit for accommodation and for the purposes of education. The teacher had no means of classification, and no adequate means of imparting instruction. There was no uniformity in the school system, either as regards books or anything else. The first step which the new Board took was to provide suitable school houses for the youth of the city. Their first movement was in 1853, and three new schools were erected. The success of that experiment induced the Board of Trustees to extend their operations, and other three schools were commenced, and are now completed. The first is that in which they were now assembled. It is an exceedingly handsome building, and every way adapted to purposes of education, and is alike a credit and an ornament to the City of Toronto. It is a fact that among those most strenuous for the erection of these schools are those who have to contribute most to their erection. (Applause.)

The Rev. Dr. BURNS rejoiced in the opportunity given him of testifying the high pleasure he felt at being present under so very cheering circumstances. He considered it one of the most interesting features in the rising prosperity of a city like this, that a good system of public education is adopted, and that suitable school houses are erected, and that suitable teachers are appointed, and that the whole process of education is conducted upon judicious principles. He rejoiced in the progress which had been made within a few years, on the application of sound principles to the great business of education, and that religious principles had been thrown into the system. He trusted that they would have cause to say that the system is effecting a progress among the citizens at large, and that it promises to secure the blessing of God, without which nothing in the way of education would be essential. (Applause.)

Song—"Wild wood flowers."

The Rev. Dr. Ryerson said he had not come to address the meeting in any formal way. With all his heart he would congratulate the Board in the accomplishment of a work in which they have been so earnestly engaged—in the erection of structures so remarkably adapted for the purposes for which they are intended, and so well calculated, from their imposing appearance, to produce an impression favorable to their object. He was much impressed with this fact in comparing the external appearance of the school houses in the city with the appearance of the school houses in the cities and towns of the United States. As a general thing the external appearance of their schools presents nothing more than a plain, unadorned barn, with plain roof and square windows. There is not the slightest indication from the external appearance that the building is a school house. But when you enter, within the arrangements are most admirable. He was further struck with this fact by the remark of a gentleman who came over from Rochester the other day, and who called at his house and went with him to the Normal School. On their way they passed Victoria Street

school house. The gentleman asked what building that was, pointing to the school house, and when told it was one of our common school houses, he looked with profound astonishment for a minute or so, and then said, "Why, it looks like a College." That was the impression made upon the gentleman's mind when comparing the external appearance of our common school houses with those school houses with which he was familiar in the city of Rochester. These houses did not only look like Colleges, but they are Colleges. They are the Colleges of the mass of the people. They are the first and last institutions in which the great body of the youthful population of the country enter, and it is therefore proper that in their external appearance, and internal arrangements, they should be adapted to give a good education to those on whom in a great measure will devolve the duty of hereafter sustaining all the institutions of this country, and of giving colour to its character. But what, it may be asked, is the basis upon which this system is established, and on which this work is so far advanced, and which he hoped would advance to a still greater extent? The principle involved in it from beginning to end, so far as relates to the civil point of view, is that of local self-government, and this principle is carried out to an extent in the Province of Upper Canada not known in any State in the Union. In Albany, five or six years ago, it was proposed to put to the vote to the State, that every man should contribute to the support of free schools according to the property held in the State. He said to them that in Upper Canada they recognized to a greater extent the principle of self-government; for suppose a majority of parties in the State were to vote in favour of the motion then submitted, the free school system would be forced upon every city and town in the State. But according to the principle of the Upper Canada School Law it was left to every municipality to judge for itself. If one municipality considered it necessary to have free schools for all, it is in their power to establish them. If another municipality was not prepared to do so, they were not forced to adopt the system. This was the principle recognized in the School Law. And if the free school system is established in the City of Toronto—as he rejoiced to say it was—it is established by the patriotism of the people themselves, and not by any force on the part of the local government, or on the part of the Legislature. (Applause.) Then in respect to the principle itself and its application to the children throughout the Province, as well as to the youth of this city, the principle is simply this—that each child in the Province of Upper Canada has a right, by the very laws of its existence, to receive such an education as will fit him for the duties of a citizen in this country, that being born in the country and being brought up in it, he has the right to such an education as will fit him for the discharge of all his duties towards his fellow men in the country. (Applause.) This principle is prior to any other, prior to the right of the parents themselves; and that being the right of the children, no parent has a right to deprive his children of what they are entitled to by the very laws of their existence. A parent has no more right to leave his children intellectually blind, than he has to make them physically blind. He has no more right to maim him intellectually than he has to maim him physically. The law will punish him in the one case, and it *should* punish him in the other. If a parent should be so unnatural as not to provide for his children, the law will step in and protect them. So should it in like manner protect those orphan children from parents who would neglect their education. The Province has thus far a right to protect all its citizens, and if it has a right to protect life and liberty and property, it has a right to provide for the education and the efficient discharge of duty on the part of those not properly cared for by their parents. The education of a people under a free government is essential to the very existence of that government, the wise administration of its laws, and the stability and efficiency of all its institutions. If that be so, a corresponding duty necessarily follows. If it be right that each child should have an education that will fit him for the efficient discharge of all his duties, it is the right of the State to provide that education. And according to the property which a man enjoys and the protection afforded to that property by the State, is every person, whether he has children or not, bound to contribute to the education of the children of the State, upon the grounds of public policy, morality, and the laws which regulate property. No police system, however well organized, is equal to that of a thoroughly efficient general public school system. The application of these two principles involves the whole mystery of what is called Free Schools. It is palpable to every person who reflects upon it that the system involves principles of the highest humanity as well as of the noblest patriotism. (Applause.) Without reflecting upon these general principles, there are many persons—well meaning persons too—who think themselves seriously injured by being compelled to pay their quota for the support of the free schools. A gentleman—the owner of some mills in the neighborhood—it would not be right, perhaps, to give his name—came to him one day to complain of what he conceived to be a serious wrong. "I own some mills in—naming the District—but I don't reside there, and yet they have taxed me £20 to build a school house there. I think this is a wrong

and a great injustice. He (the Dr.) said to the gentleman that having property he was particularly interested in that case in the welfare of the country at large. Knowing the gentleman had a number of sons, the question was put to him whether he had any of his sons educated in Canada. Yes, he said, he had one at Upper Canada College, and two at the University, one of whom had obtained a degree. He was then asked if he had paid for the building of Upper Canada College, or the endowment of the University, or for the endowment of the masters of Upper Canada College? "Certainly not," he said. He (the Dr.) then stated to the gentleman that hitherto he had educated his children at the expense of others, and if it was wrong for any man to educate the children of others, then he had been wronging the public to the extent of the education of his children. The gentleman said he was satisfied, now he had nothing to complain of, he saw it was right, and he went away well pleased [Applause]. The City of Toronto has been much more highly favored than any other city or town, for no other city or town in the province had received so much from the public for the endowment of educational institutions as the City of Toronto. The expense of Upper Canada College, and of the ground it occupies was £25,800. The expense of University College was about the same, so that the expense of these two institutions, in which the city of Toronto is more deeply interested than any other, or than all other places in Upper Canada, has taken three or four times as much from the public fund as the entire expense of all the common schools and school teachers in Toronto. Persons who have had their sons educated at these institutions cannot for very shame, refuse for one moment to contribute to the extent, and in proportion to the amount of their property to the education of the masses of the people in this city. The endowment of the University at this moment is considerably more than the expense of all these schools in the city, so that parties who have so largely benefited by these institutions ought to be the very first, and the most zealous advocates of the free school system, and give it all the support in their power. If the principle, that no man has a right to contribute to other than the education of his own children, be the correct one, then it is wrong for the Legislature to give one single 6d. for the endowment of any school in the country. That it is wrong to establish a fund for the support of any educational establishment, no person believes, and, if government gives enough for the support of one sort of education, it should give enough for the education of the youth of the country. But among some of those who think the principle right, a doubt has arisen as to whether its application is calculated to have a good effect upon the children of this city. The fact is, that many children, by the neglect or unnatural conduct of their parents, are still denied the advantages of the education which the free school system provides, and there should be some means provided by which all might share the benefit of the system. In countries where this principle is fully in operation, provision is made to carry out that other principle, confessedly involved in the system. In European countries where the principle is applied, any parent is liable to be visited by the authorities who does not educate his children. They are not compelled to send them to the public schools but they must send them to some schools. In Switzerland, the most democratic country in Europe, they are promptly visited and punished, and this provision is made, that no child shall be apprenticed by his parents until he appears before a board of commissioners, and goes through an examination satisfactory to them. If the youth is to be apprenticed to a tanner, he must be acquainted with chemistry, natural philosophy, as far as necessary to understand the processes and machinery employed in that branch of manufacture, besides book-keeping, arithmetic, and a knowledge of his natural tongue. The rule is imperative that no one shall be apprenticed until he is fully qualified to reach the very top of his profession in future life. They carry out the principles of the individual right of each child to this extent that they will not suffer him to go to any trade unless he is qualified to advance himself to the highest position in society. In Boston and other New England States, they have felt the want of this provision. They have, however, a principle they adopt in regard to the attendance at schools, investing each municipal council with power to make such regulations as they think proper for the punishment of children who come under the character of vagrants. A certain portion of the police are called vagrant officers, their business is to look out for children not attending school, and if any child between 4 and 14 years of age is seen on the streets of Boston without any employment whatever, he is liable to be taken up by these officers. They are all required to attend some school. Some provision of this kind should be made in regard to those who will not benefit by the provision made for the education of all. The great wrong inflicted upon these children by their parents, calls for the adoption of some remedy. These children should be compelled to attend some school, in order that they may be educated, and not be allowed to grow up to be pests to society. Without interfering therefore with any private or individual right, this provision is made to secure to children who are wandering about in the streets the advantages of instruction, so that if seen in the streets during school hours without any occupation they are liable to be taken up as vagrants. If

such a system were adopted in this city the benefits of the Free Schools would be commensurate with what they are intended to confer. But the advantages of our Free Schools in Toronto are not yet complete. However, this does not affect the principle of Free Schools, although many people unwisely imagine so. To carry out the principle and advantages of the Free school system he trusted that the Trustees would carry out a regulation like that which gives to the Boston Schools one of their finest characteristics—that every child shall come to school, at least, cleanly and neatly dressed, so that in the school itself you will not distinguish between the child of the poor man and the child of the rich. The very first idea he had of the superiority of the Massachusetts school system in that particular was while at Boston one day visiting the schools with the then mayor of Boston, the late Mr. Breimer, when he pointed to a boy and said, "you see that boy, that is the son of Mr. Abbott Lawrence, one of the wealthiest men in the city,—the lad beside him is the son of the doorkeeper of the City Hall from which we have just come." Here was the son of the door-keeper of the City Hall seated by the side of the child of the millionaire of Boston, running the same race with him in instruction. Sometimes the children of the rich think they are much superior to the children of the poor, but let them come and sit down at the same desk and take their place in the same class with these children that come out of the poorest cottages in the country and they will find in these poor boys that in them which will command their respect and stimulate them to exertion, while the poor lad will learn to have a respect instead of envying his wealthier neighbour—a mutual feeling thus running an intellectual race is essential to the best interests of the country. He rejoiced to see such results of his humble efforts to establish a School System in Upper Canada. It had never been his wish to impose anything upon the country. His whole desire had been to help the people to help themselves. He had never tried to control the affairs of any municipality, but had endeavoured to enable each municipality to educate their own children in the way they considered the best fitted to carry out the great advantages of the school system. His prayer was that God would prosper their exertions more and still more, and he hoped that the youth who enjoyed those advantages, so much superior to others who have grown up to mature years, would by their diligence and attention give an encouragement, a support, and an incitement to their teachers, and a reward to their parents for the sacrifices they have made. (Continued applause.)

Song.—Rule Britannia.

Rev. Dr. PYPER expressed himself as exceedingly pleased with the meeting, and with the interesting remarks, of a statistical nature, made by previous speakers, as well as with the very wide scope taken by the Chief Superintendent. He had brought before them an amount of information very pleasing, and which could not fail to be beneficial. The Rev. Dr. congratulated the Board of Trustees upon the success of their enterprise, and trusted that these schools would be colleges indeed for the youth of the city; for the neglect of the elementary instruction given in such schools, could not be compensated for in any of the other institutions of a higher character. It was in the primary school the youth was prepared for becoming a scholar. He rejoiced at the very satisfactory state of the Common School system in the city. The Chief Superintendent had remarked in regard to bringing the law to bear upon parents, in certain circumstances who neglect to do their duty to their children. This might be a startling announcement; yet, he believed, the more closely it was scrutinized, it would be seen to be the true principle of the duty of the State, in regard to those children who are neglected by their parents. The Dr. concluded by some very excellent remarks in regard to the results of the extension of education to Europe.

The pupils then sang, the "Canadian Boat Song."

Mr. J. LESSLIE, after apologizing briefly for detaining the meeting at so late an hour by any further remarks, expressed the high gratification he felt at the auspicious movement—a movement which he looked upon as marking an era in the history of our city, and to which every friend of progress would look back with delight. As had been already beautifully expressed, the kind of education given in such schools, lies at the very foundation of all that is valuable in intellectual attainments, and, without it, the rest is all an empty name. Mr. Lesslie then alluded to the establishment of the free school system in the city, as an experiment—as one that had hitherto succeeded, and afforded gratifying evidence of progress. But that progress, owing to the deficiency so ably pointed out by Dr. Ryerson, had been retarded. It had also difficulties to contend with in the want of school accommodation, and other essential arrangements. These defects had been happily remedied, and every facility would now be afforded to the thorough working of the system. After dwelling at some length on the necessity of some sort of reformatory school for juvenile delinquents, and the kind of school necessary to meet the principle laid down by the Chief Superintendent, Mr. Lesslie concluded by again expressing his delight at the cheering progress which the educational system in the city manifested.

Mr. TULLY, another member of the Board, made some felicitous remarks in regard to the progress of the educational system, and dwelt

at some length on the benefits derived from the cultivation of music in the schools. He said that the meeting had very good evidence that there was harmony in this school, although it was only due to the exertions of their worthy teacher, Mr. Thompson, to say that his school was acknowledged to stand at the head of the city schools in this department. He considered the cultivation of music as absolutely necessary. It was healthful and cheerful to the pupils, and it was pleasing to their parents. In Germany, the child learned his chromatic scale, just as he learned his alphabet; and he did not see why the same should not be done here. After expressing his gratification that it had now been resolved to read the Bible in the Common Schools, he requested Mr. Ald. DUGGAN, the senior Alderman of the Ward, to address the meeting.

Mr. Ald. DUGGAN, after stating the great satisfaction he had felt at the interesting proceedings—at the order the children had observed, and the pleasing and harmonious manner in which they had executed their musical pieces—addressed some appropriate remarks to the pupils. He concluded by expressing his delight at the prospect of the Common School system being entirely successful.

The Queen's Anthem was then sung, and

The Rev. Dr. PYPER then closed the proceedings with the Apostolic Benediction—*Condensed from the Globe's Report.*

Miscellaneous.

THE SPIRIT OF SPRING.

Spirit of Spring! when the cheek is pale,
There is health in thy balmy air,
And peace in that brow of beaming bright,
And joy in that eye of sunny light,
And golden hope in that flowing hair;
Oh! that such influence e'er should fail,
For a moment Spirit of Spring—
Spirit of health, peace, joy, and hope, Spirit of Spring!

Yet fail it must—for it comes of earth,
And it may not shame its place of birth—
Where the best can bloom but a single day,
And the fairest is first to fade away!

But oh! there's a changeless world above,
A world of peace, joy, and love,
Where, gather'd from the tomb—
The holy hopes that earth has cross'd
And the pious friends we lov'd and lost,
In mortality shall bloom!

Who will not watch, strive and pray,
That his longing soul may soar away
On Faith's untiring wing,
To join the throng of the saints in light,
In that world, forever fair and bright,
Of endless, cloudless Spring!

[Right Rev. G. W. Doane.]

SUN-RISE IN THE ARCTIC REGIONS AFTER A TWELVE WEEKS' NIGHT.

(From the Grinnell Expedition in search of Sir John Franklin, by Dr. Kane.)

"The appearances which heralded the sun's return had a degree of interest for us which it is not easy to express in words. I have referred more than once already to the effects of the long continued night on the health of our crowded ship's company. It was even more painful to notice its influence on their temper and spirits. Among the officers this was less observable. Our mess seemed determined, come what might, to maintain towards each other that honest courtesy of manner, which those who have sailed on long voyages together know to be the rarest and most difficult proof of mutual respect.

"With the men, however, it was different; more deficient in the resources of education, and less restrained by conventional usages or the principles of honor from communicating to each other what they felt, all sympathized in the imaginary terrors which each one conjured up. The wild voices of the ice and wind; the strange sounds that issued from the ship; the hummocks bursting up without any apparent cause through the darkness; the cracks, and the dark rushing water that filled them; the distorted wonder workings of refraction; in a word, all that could stimulate, or sicken, or oppress the fancy, was a day and night-mare dream for the forecastle.

"For some days the sun-clouds at the south had been changing their character; their edges became better defined, their extremities den- tated, their colour deeper as well as warmer; and from the spaces

between the lines of stratus burst out a blaze of glory, typical of the longed-for sun. He came at last; on the 29th of January. My journal must tell the story of his welcoming, at the hazard of its seeming extravagance. I am content that they shall criticise it who have drifted for more than twelve weeks under the night of a Polar sky!

"Going on deck after breakfast, at eight in the morning, I found the dawning far advanced; the whole vault was bedewed with the coming day, and except Capella, the stars were gone. The southern horizon was clear. We were certain to see the sun, after an absence of eighty-six days; it had been arranged on board to give him three cheers for a greeting, but I was in no mood to join the sallow-visaged party. I took my gun and walked over the ice about a mile away from the ship to a solitary spot, where a great big hummock almost hemmed me in, opening only to the south. There, Parsee fashion, I drank in the rosy light, and watched the horns of the Crescent extending themselves round to the north; there was hardly a breath of wind, with the thermometer at only 19c, and it was easy therefore to keep warm by walking gently up and down.

"Very soon the deep crimson blush, lightening into a focus of incandescent white, showed me that the hour was close at hand; mounting upon a crag, I saw the crews of our one ship formed in line upon the ice. My mind was still tracing the familiar chain of home affections, and the chances that this or the other of its links might be broken already; I bethought me of the *Sortes Virgilianæ* of my schoolboy days. I took a piece of candle-paper paste-board, cut it with my bowie knife into a little carbine target, and on one side of this marked all our little home-names in pencil, and on the other a little star. Presently the sun came; never till the grave sod or the ice covers me, may I forego this blessing of blessings again; I looked at him thankfully with a great globus in my throat; then came the shout from the ship—three shouts—cheering the sun. I fixed my little star-target to the floe, walking backward till it became nearly invisible; and then, just as the completed orb fluttered upon the horizon, fired my "salute." My little friends shall draw lots for it if I ever get home; for many, many years may come and go again before the shot of an American rifle signalizes in the winter of Baffin's Bay the conjunction of sun-rise, noon-day, and sun-set!"

So vivid a description of sun-rise, after the dreariness of a twelve weeks' night in the Arctic regions, heightens with singular effect the declaration of St. John, concerning the Heavenly Jerusalem, that—

"There shall be no night there!"

And then, as if to cast a shade for ever upon what must be considered the most gorgeous and most beautiful phenomena witnessed on earth—our sun-rise and sun-set—he exhibits the greater glory and sublimity of that purer light which enlightens the inhabitants of that "happy land," who need not the light of the sun nor of the moon, for—

"The Lord God giveth them light!"

Dr. Doddridge has beautifully paraphrased this vision of Heaven as follows:—

"No more fatigue, no more distress,
Nor sin nor death shall reach that place;
No sighs shall mingle with the songs
Which warble from immortal tongues.

"No rude alarms of raging foes;
No cares to break that long repose;
No midnight shade, no clouded sun
But sacred, high, eternal noon!"

"MOTHER, WHAT MAY I DO?"

No human cry is more deeply significant than the cry of the little child for employment. Trembling under the pressure of power which he feels rising within him and impelling to exertion, and urged by new-born energies and activities yearning for motion and employment, childhood finds itself under the mastery of a spirit it cannot control, and driven to action by an appetite as strong as that which seeks its needful food. It is the fresh bursting fountain of life seeking a channel along which it may pour its rejoicing flood; the kindled fire of genius demanding vent for its aspirations and food for its flames.

Without experience to guide him, or the compulsion of external wants to direct him, the little child knows no alternative but to imitate the employment of his elders. Thus the girl plays the mimic mother, and repeats upon her doll the offices of care and affection which she has just experienced from her own mother, while the little boy drives his harnessed play-mates with as much zest, and as much too of boastful display as his father just before performed his feats of real horsemanship. So far the imitation is harmless, and the air of busy earnestness with which the little ones engage in it, is subject only for mirth; but when they become ambitious of doing the very things performed by their parents, and seek to join helpfully in the

various operations of the household, the parent, perplexed by a help that only hinders, often utters some stern or fretful reproof, and bids the little hands and feet, all rampant with life and motion, to the terrible drudgery of keeping still. Saddened by this sharp rejection of its well meant endeavors the little face lifts itself tearfully to the mother's eye, and the thin voice trembles in that pleading cry, "What may I do, mother?" How has every just parent's heart and conscience quailed before that cry of childish activities pleading for employment?

"What may I do?" Well may that question cause the mother's heart to ponder, if not to fear. It is the stern demand which the mind and muscles created by Deity for the life-long action, put forth. In those Heaven-sent activities, there is, if we rightly consider it, the promise of great deeds for earth and men, of all handicrafts and works of art, of wondrous inventions and discoveries, of noble harvests, and spreading commerce, and splendid cities, of eloquence and poetry and priestly purity, and devotion to the highest interests of humanity. There lies in it, in short, as the oak in the acorn, the whole unwritten history of the generation to come. But with its promise of good, there is a corresponding threatening of evil, for these activities will work, if not in good then in madness and mischief.

The need for employment is one which the parent is as much bound to supply as the need for food or clothing. Both health and happiness are involved in such supply. To feed and clothe the child while his energies are left unguided to pursue the path that chance or folly may dictate is to kindle the fires and raise the steam of the locomotive with none to direct it on the track or rule its progress.

Much of the evil charged upon childhood by impatient and unreflecting parents and teachers, is physiological and not moral. The child often does mischief for the want of something else to do, and would cheerfully yield up his wicked games and companions, for some useful employment in which he could feel that his aid was of real service to his friends.

No safeguard against vice is more efficacious than useful employment; for, as in the old adage,

"Satan finds some mischief still for idle hands to do."

Want of employment has made many a youth the wretched victim of crime, over whose ruin pious parents have wept, and wondered how their faithful counsels have proved all in vain.

It is, however, a question of no little perplexity to most parents to furnish proper employment or amusement for their children, either because the father and mother feel they have no time to teach their children how to work, or because they have no work for their children to do. In the former case it should be reflected that the labour of the child would more than compensate for the time spent in teaching him. In the case of those who have no work for their children to perform, there is more of difficulty, but its stern importance should in some way be met. Let us suggest that the sum which will be spent in useless toys the approaching holidays, if laid out in good strong ropes for a swing, not with a seat, but with rings, in which the child could clasp his hands and suspend himself by his arms, would yield a thousand fold more amusement, and give employment to many an otherwise idle hour. A few dollars spent in erecting some gymnastic apparatus would pay largely in the health and contentment of the children. A stationary ladder, some parallel bars, a climbing and jumping pole would furnish endless and wholesome amusement both to boys and girls, and while they gave vent to the fresh energies of youth, would lend a manly vigor to the whole character and constitution. Whatever be the amusement provided, it should be such as to tax the strength and give play to the entire activities of the child. There is power in those young limbs impatient to grapple with something that shall try their strength, and the boy or girl will soon tire of either the work or play that does not call into full action their whole energy.

Throw to the flames those silly playthings which confine the child to the corner, and threaten to break under the first rude touch; buy a strong rope, and a stout pole, or a good saw or hatchet, and you need give yourself but little trouble to keep your child from wandering or wickedness. His rough tones, and hearty, busy play will return you a thousand thanks, and fill your heart with the promise of a manhood of honest, vigorous efforts in the paths of honorable enterprise.—*Michigan Journal of Education.*

DO IT YOURSELF, BOYS.

Do not ask the teacher or some classmate to solve that hard problem. Do it yourself. You had better let them eat your dinner than "do your sums" for you. It is in studying as in eating; he that does it, gets the benefit, and not he that sees it done. In almost any school, I would give more for what the teacher learns than for what the best scholar learns, simply because the teacher is compelled to solve all the hard problems and answer the questions of the *lazy* boys. Do not ask him to parse the difficult words and translate the hard sentences in Latin. Do it yourself. Never mind, though they look as dark as midnight. Don't ask even a hint, from any body. Try again. Every

trial increases your ability, and you will finally succeed by dint of the very wisdom and strength gained in the effort, even though at first the problem was beyond your skill. It is the study, and not the answer, that really rewards your pains. Look at that boy who has just succeeded after six hours of hard study, perhaps; how his large eye is lit up with a proud joy, as he marches to his class. He treads like a conqueror. And well he may. Last night his lamp burned late, and this morning he waked at dawn. Once or twice he nearly gave up. He had tried his last thought; but a new thought strikes him, as he ponders over the last process. He tries once more and succeeds, and now mark the air of conscious strength with which he pronounces his demonstration. His poor, weak school-mate who gave up that same problem after the first faint trial, now looks up to him with something of wonder, as to a superior being. And he is his superior. That of wonder, as to a superior being. And he is his superior. That problem lies there, a great gulf between those boys who yesterday stood side by side. They will never stand together as equals again. The boy that did it for himself has taken a stride upward, and what is better still, has gained strength to take other and greater ones. The boy who waited to see others do it, has lost both strength and courage, and is already looking for some good excuse to give up school and study forever. The one is on the high way to a noble and masterly manhood; the other has already entered upon a life of defeat, disappointment and disgrace.—*Michigan Journal of Education.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Of the 1044 persons (685 males, and 341 females,) committed to the County Jail, Toronto, in 1864, there were who neither could read nor write, males 291, females 196; could read only, males 125, females 68; read and write imperfectly, males 285, females 75; read and write well, males 20, females 3; superior education, males 8, females 0.... The *Patrie* says that the St. John's College, Fordham, of the United States, has lately conferred the honorary degree of LL.D. upon the Hon. Dennis Benjamin Viger, member of the Legislative Council; the Hon. G. E. Cartier, Provincial Secretary; the Hon. A. N. Morin, Judge of the Superior Court; Jean Bte. Meilleur, M. D., Superintendent of the Public Schools in Lower Canada; Comte Seraphin Cherrier, Esq., Q. C., President of the Bar of Lower Canada; and F. Ribaud, Professor of Jurisprudence, St. Mary's College.... A Niagara paper in reporting the recent examinations of the Common Schools in the town, complains in strong terms of the apathy of the public in regard to these examinations, compared with their zeal in less important matters. The Editor also adds: "We want many improvements in Niagara, but our greatest want of all and that which ought to be provided before any thing else, is a well-built and commodious edifice for our Common Schools.... The *Barrie Advance* of the 28th March, in referring to the new school houses in the City of Toronto, observes: "They are of a character in keeping with other improvements in architecture, and an honor to the country. Their value, however, will be felt hereafter; and like Scotland we shall at some future period be able to say—our children have had instruction and education to fit them for the ordinary offices of life; and if to this, learning be added, it must come from subsequent cultivation of the mind first brought into exercise by means of Common Schools, for which the public is taxed and willingly pays."... A correspondent of the *Stratford Beacon*, in speaking of the recent examination in S. S. No. 3, North Easthope, states that the attendance of pupils was about 50 per cent over last year, in consequence of the introduction of the Free School System. He complains, however, that while the examination was most interesting on the part of the pupils, the indifference manifested by the parents was most discouraging.

FREE SCHOOLS IN THE NEW CITY OF OTTAWA.

We have received the following abstract from the minutes of proceedings of the Board of School Trustees for the City of Ottawa. It contains information upon matters of great importance to the inhabitants:

Each Ward pays for its own School, and a share of the contingent expenses of the Board of School Trustees, proportionate to the number of Schools in the Ward.

The *Free System* has been adopted in all the male and female schools of the city, under the control of the Trustees, consequently there will be no excuse for parties not sending their children to school.

The scale of salaries is as follows:

Male Teachers—1st class, Normal School,	£100 per annum.
" " do. County Board,	85 "
" " 2nd class, "	80 "
" " 3rd class, "	75 "

Female Teachers, 1st class, Normal School,	£70 per annum
" " do. County Board,	60 "
" " 2nd class, "	57 10 "
" " 3rd class, "	55 "

Teachers furnishing the necessary accommodation.

Schools in which the number of scholars shall not average during the summer months 30, are discontinued.

No teacher shall be required to teach more than 60 scholars.—*Ottawa Citizen.*

SIR EDMUND HEAD AT M'GILL COLLEGE.

While at Montreal, lately, inaugurating the Provincial Exhibition, His Excellency visited M'Gill College, when the following address was presented to him:

To His Excellency Sir Edmund Walker Head, Baronet, Governor General of British North America, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY:

The Governors, Principal, and Fellows of the University of McGill College, beg leave to approach your Excellency with expressions of congratulation and respect. Feeling, in common with all who have had an interest in the cause of Education, that its infant institutions, struggling with difficulties peculiar to a new country, require the countenance and fostering care of judicious rulers, they address themselves with confidence to your Excellency, as one whose earnest attention to that important subject has ever been consistent with the character of an accomplished scholar and enlightened friend of learning.

The University which they have the honor to represent, and of which the Governor General is Official Visitor, was regarded by your Excellency's distinguished predecessor with much consideration and friendly interest; and they trust that, without presumption, they may declare their hope that the Institution will be favored with like encouragement by your Excellency, so soon as an opportunity shall have been afforded of making you acquainted with its character and circumstances, and its claims upon public support.

In asking leave, the Governors, Principal and Fellows, desire respectfully to express a wish that your Excellency's administration of the Government of this Province may be happy and honorable, and that the blessings of Providence may rest upon your public labors, as well as upon your private and domestic relations.

To which His Excellency replied in nearly the following words:—

MR. PRINCIPAL, GOVERNORS AND FELLOWS.—I am exceedingly happy to meet you here this day. Of all the objects which can seriously occupy the attention of man, that of education is the most important. Elementary schools in this Province are common, but in them are taught mainly those necessary branches of education which adapt man for the ordinary pursuits of life. The common schools in the sister Province have proved eminently successful; but yet great difficulties have been found to beset the Universities in which the higher branches of learning are alone taught. With the increasing progress of the country, those will, I hope, become less and less insurmountable. I have become acquainted with the difficulties under which this fine institution has labored for many years. It will give me great pleasure, Mr. Principal and Governors, if by mutual interchanges of opinion between myself and you, or any of the Professors, I can be in any measure instrumental in removing them, I shall be happy to do the utmost that lies in my power.

I beg, in conclusion, to return you my sincere thanks for your kind wishes in reference to myself and family.

After which the Professors of the University had the honor each of a personal introduction.

EDUCATION IN LOWER CANADA.—The *Montreal Transcript* mentions that an interesting meeting was lately held in that city, to take into consideration the very important subject of education. It was largely attended, and by a highly influential audience. His Worship the Mayor took the chair, and the speakers were the Revs. Dr. Taylor, Dr. Wilkes, Dr. Fraser, Dr. Davis, and Messrs. D. Davidson, S. Phillips, and Major Lachlan. The chief points which were urged by the speakers as absolutely necessary to the progress of education, was the immediate opening of the Normal School; the appointment of an additional Superintendent; the establishing of some definite system for public instruction; the election of a Board of Education, who should assist the Superintendent, and have a control over the educational funds; and the increase of the salaries of the teachers.—Though we believe that it is utterly impossible to accomplish all that is aimed at, we trust the gentlemen who have taken the matter in hand will not cease their efforts until something is done to put this Province more on an equality with Upper Canada, than it has ever yet been, in respect to one of the most important matters that can engage the attention of thinking, intelligent men.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The following are the Statistics of the University of Oxford for this year:—The members of Convocation are 3,545; the members of the books 6,282; Matriculations, 1854, 893; Regents, 198; Determining Bachelors in Lent, 1854, 258. In January, 1854, the members of Convocation amounted to 3,546; members on the books, 6,259. Matriculations in 1853, were 406; Regents, 247; Determining Bachelors in Lent, 1853, 354. The Colleges and Halls that have increased most since 1853 are Worcester, 17; Wadham, 10; and Christ Church, 10. Those that have decreased most are St. Edmund Hall, 22; Baliol, 18; and Exeter, 17....The students and professors of Oxford have subscribed 3,000 dollars to the fund for the benefit of the widows and orphans of the soldiers killed in the Crimea....The name of Dr. Warneford has been made familiar to the Birmingham public by his munificent benefactions to the Queen's College Hospital. On Thursday week he died at the Rectory, Burton-on-the-hill, age 92 years....Ladies' Colleges seem quite the rage in England. Three are advertised in one page of the *Athenæum*....In the French communal schools for girls the ordinary studies are suspended, and the pupils are all engaged in making lint for the hospitals in the East....The French Minister of Public Instruction has issued a work on the Public Libraries of France and Algiers, from which it appears that, *excluding Paris*, there are in all the libraries 8,733,439 printed works, 44,070 manuscripts. Bordeaux has 123,000; Lyons, 180,000; Rouen, 110,000; Strasbourg, 180,000; Troyes, 100,000; Avignon, 60,000; Dijon, 80,000; Versailles, 58,000; Tours, 57,500; Grenoble, 80,000; Nantes, 45,000; Marseilles, 51,000; Amiens, 53,000; Toulouse, 50,000. In 1853-4, there were expended for all these libraries 407,781 francs, of which sum only 184,227 francs were for the purchase of books and binding. There are 338 public libraries.

THE NEW EDUCATION BILL FOR ENGLAND.

Lord John Russell's new bill "to promote education in England" has been read a first time and printed by order of the House of Commons. It contains 22 clauses, of which the following is a brief abstract:—The councils of English boroughs are empowered to submit schemes for the promotion of education in such boroughs (by means either of new or existing schools) to the Education Committee of the Privy Council, with an estimate of the expense thereof. Two-thirds of the members of such councils must be present at the meeting, to be specially summoned for the purpose fourteen days previously. If the scheme be approved by the Education Committee, it may be carried into effect, with or without alterations. The expenses are to be defrayed out of the borough funds, the rate not to exceed 6d. in the pound annually. The act may also be adopted by parishes situate without boroughs if two-thirds of the rate-payers vote at a public meeting in favour of such adoption. If the scheme be rejected by the rate-payers, it may not be again proposed for the space of three years. Where parishes adopt the act, the scheme may be submitted for approval to the Education Committee in the same way as by the councils of boroughs; the expenses to be defrayed from the poor-rates. In all schools established under this act, the Holy Scriptures are required "to be read therein," but not so as to be used as a "school lesson book;" and no Roman Catholic or Jewish children will be obliged to be present at the reading of the Holy Scriptures. Another clause provides that the children of Dissenting, Roman Catholic, and Jewish parents shall not be taught any catechism, nor required to use any liturgy, nor obliged to attend at church, or other religious observances. The management of schools is to be vested in the councils of boroughs and the vestries of parishes, subject to government inspection, and the rights of trustees or visitors. The Education Committee may at any time revoke any order approving any scheme under this act, and so shut up the school disapproved. The committee must, at the same time, state its reasons for so doing.

THE NEW EDUCATION BILL FOR SCOTLAND.

Concurrently with Lord J. Russell's English Education Bill, appears a bill to "amend the law relating to Parish Schools in Scotland," introduced by Mr. Stirling and Mr. H. Baillie. This measure provides, among other enactments, that, from and after the term of Martinmas next after the passing of the act, the salary of every parochial schoolmaster in Scotland, who, at the date of the passing of the act, has ceased personally to discharge the duties of his office shall, so long as he holds such office, be not less than the salary payable to such schoolmaster, at the date of the passing of this act, under any prior act of Parliament then in force, nor more than £50,—that the salary of every other parochial schoolmaster for whom provision is not otherwise

made in this act shall not be less than £35, or more than £50, and that the salary of every district schoolmaster shall not be less than £20, or more than £35 per annum. The salaries of existing schoolmasters are to be fixed within two months after the passing of the act by the heritors and ministers of parishes, at a meeting to be held for the purpose. The salaries of future schoolmasters are to be fixed within six weeks after vacancy. The salaries fixed under this act may not be diminished, but they may be increased at the expiration of five years from the passing of the act, such increase being within the limits prescribed. Clause 7 allows an appeal to the Quarter Sessions in case the heritors and ministers of parishes shall neglect or refuse to fix salaries, and also in case any heritor of the parish or the schoolmaster shall be dissatisfied at the amount of the salary fixed. In populous and widely scattered parishes it will be competent for the heritors to establish one or more additional schools, provided always that no more than £75, in the whole, shall be paid in salaries in any one parish. Schoolmasters may resign on account of infirmity or old age, on a pension to be fixed by the heritors and minister of the parish. These retiring allowances are not to be less than £25, or more than £35 for parochial masters, and not less than £15, or more than £25 for district masters. When an offer of resignation on account of age or infirmity is refused, the schoolmaster may appeal to the Quarter Sessions. The Lord-Advocate is empowered to direct the Procurator Fiscal to take proceedings for the removal of incapable, infirm, immoral, and negligent schoolmasters on the complaint of the heritors of parishes. The decision rests with the sheriffs of counties, who are empowered to order the retirement of schoolmasters, or to suspend them for three years, and to fix the amount of their pensions in the event of their dismissal being consequent on superannuation or infirmity. The heritors of parishes are bound to provide dwelling-houses and gardens for schoolmasters (the garden to cover at least the fourth part of one Scots acre) or to grant an additional salary of two guineas a-year in lieu of such garden, where it cannot be allotted without loss and inconvenience. Any dispute on this point is to be settled by an appeal to the Quarter Sessions. All former acts and statutes are saved in so far as they are not altered by, or inconsistent with the present act.

UNITED STATES.

MONTHLY SUMMARY.

An effort is being made in the City of New York, to establish Ragged Schools. The Mayor has recommended the project to the consideration of the Common Council... James Russel Lowell, the poet, has been elected to succeed Professor Longfellow in Harvard College, as Professor of Modern Languages and Belles Lettres. There were five applicants for the place, but Mr. Lowell was not one of them, and his nomination was made without his knowledge. He will accept the appointment, but, before entering upon its duties, he will spend a year abroad, in Germany and Spain. He will leave in May; but, before going abroad, he will repeat at the West, the lectures on English poetry he has just delivered before the Lowell Institute at Boston.... A Jewish college, on the model of the German universities, is shortly to be established at Cincinnati.... At a recent meeting of the American Geographical and Statistical Society, S. S. Randall, Esq., late Deputy Superintendent of the State of New York, gave an interesting statistical account of the common school system in this state. He is reported to have said that "there are schools in 12,000 districts, teaching 900,000 children. There are 15,000 teachers, about one half male and one half female. There are 60,000 officers giving their gratuitous services. There are about half a million of books used in the schools, averaging about 125 to each district. The schools are supported by the U. S. Deposit fund, a state tax, and taxes raised in the several towns, &c., amounting annually to two million and a half dollars.... The Paris Correspondent of the N. Y. *Commercial Advertiser*, states, that at a recent meeting of the French Academy M. Guizot, the orator of the day, gave an enumeration of the immense number of public and society libraries in the United States; he also gave an *aperçu* of their common school system which he extolled as being in advance of all others, and spoke of the passion with which Americans were pursuing the collection of historical records referring to the history of their country. He said that no nation bought and read so many books; paid so much attention to their normal schools; labored so hard in the improvement of governmental and civil laws, and entered with such a passion into the collection of historical records. M. Guizot was followed by M. Dupin, former president of the Senate, by M. Cousin, Minister under the Republic, by M. Nodet, Michael Chevalier, and others. M. Cousin grew eloquent over the school system of the United

States, and the efforts of her lettered men, in establishing a reputation for their country.

SCHOOLS AND COLLEGES, IN THE UNITED STATES.

The federal government have granted over forty-eight millions of land for school purposes, and over four millions for universities. Maine has a larger proportion of scholars at school than any other State or country in the world. Denmark exceeds the United States; the United States exceeds all other countries even including the slaves.—*Washington Commonwealth.*

COMMON SCHOOLS IN PENNSYLVANIA.

Among the important official reports which have recently been laid before the Legislature is that of the superintendent of common schools of this state for the past year. The last twelve months have exhibited nothing to change the convictions previously entertained, of the flourishing condition of the common school system of Pennsylvania; but much to strengthen confidence in its early and certain success. The Superintendent remarks that the great scarcity of well qualified teachers is still a source of complaint in almost every county of the Commonwealth. It is an evil that lies at the very root of the system, and until it is entirely removed the schools cannot attain a permanently flourishing condition. Much has been done during the past Summer by means of teachers' institutes and kindred associations to infuse a proper spirit of emulation among teachers, and the examinations by the county superintendents have, doubtless, contributed to the same result. But the state superintendent holds that the only practical remedy, under present circumstances, is to increase the salaries of teachers; thereby holding out to persons properly qualified, the inducement of a comparatively adequate compensation. The whole number of districts is 1,581 schools 9,507; average number of months taught 5; male teachers 7,590; female teachers 3,640; average salaries of males per month, \$19.25; average salaries of females \$12.08; male scholars 260,269; female scholars 214,286; number learning German 11,121; average number of scholars in each school 42; cost of teaching each scholar per month 43 cents.—*Correspondence N. Y. Commercial Advertiser.*

EDUCATION IN MISSOURI.

The abstract of the annual report of the superintendent of common schools shows that within the sixty-five counties included in his report there are about 200,000 children between five and twenty years of age; of this number 67,000 were taught within the past year, at an aggregate cost of \$240,000; the average number, however, attending school the whole time being only 20,000. In St. Louis county particularly, the whole number taught the past year was 8,500, but the average attendance during the whole term was only 865. The superintendent looking at the general result, finds nothing therein "very gratifying to the friends of education." The report draws a sad picture of the "district school-houses," describing them as "ten by twelve log-cabins, with one oblong window; low, dismal, dreary things, the very appearance of which is sufficient to produce fever and ague."

THE NEW WINTHROP SCHOOL, BOSTON.

The old Winthrop and Johnsons schools in Boston having been merged into one, it was determined that a new and superior school "to bear the honored name of Winthrop" should be erected. This having been done, the new edifice was "dedicated" early this month. Among the speakers present was the Hon. Robert C. Winthrop, a lineal descendent of the famous Ex-Governor of the Colony of Massachusetts Bay. After making some eloquent remarks appropriate to the occasion he remarked: I am sure that I need feel no delicacy in speaking of the distinguished person in whose honor the school has been primarily named. Five entire generations have now intervened between him and myself. More than two hundred years have passed away since he was laid beneath the sod in what is now King's Chapel Burying Ground. Within a few feet of the City Hall, where an humble tomb-stone may be seen bearing the inscription "John Winthrop, 1649." Coming over here in 1830, as the leader and Governor of the Massachusetts Company, with their charter in his hand, he was identified, perhaps beyond all other men, at once with the foundation of our Commonwealth and of our city. And there is not a page in our colonial records, or of our town records, during the nineteen years of his living here, which does not bear testimony to his labors and zeal for the public service. The very first entry in the records of Boston, if I mistake not was in the handwriting still extant of John Winthrop. The first voluntary subscription for the support of *free schools*, in 1836, bore his name, as one of the three equal and largest contributors. The first statute for the establishment of a system of education in New England, was passed under his auspices as Governor of the Commonwealth. The neighbouring common, the pride of our city, the play place of our children, and the source of so much health

and happiness to us all, was originally laid out while he was at the head of the old town government, and by a committee of which he was chairman. The evidences of his services and of his sacrifices might be multiplied on every side. He spent his whole strength and his whole substance in the service of the infant colony, and died at last a poor man; poor in everything but that good name which is above all price. But it is not so much what he did, but what he was, that entitles him to the grateful remembrance of the sons and daughters of Boston and of Massachusetts. He was a man of the purest life, of the sternest integrity, of the loftiest moral and religious principle; and he has left an example of moderation and magnanimity, of virtue and piety, second to none which can be found in the annals of our country. I know not how, Mr. Mayor, I can do anything more appropriate to this occasion, or furnish any more striking illustrations of the principles of him whose name has been inscribed upon these walls, than to read you a few brief sentences from one of his own letters. The letter is dated on the 16th of October, 1622, and was addressed to his eldest son, then a lad of 16 years old, who was pursuing his studies at Trinity College Dublin. "*My dearly beloved Son* :—I do usually begin and end my letters with that which I would have the *alpha* and *omega* of all thy thoughts and endeavours, viz., the blessing of the Almighty be upon thee,—not after the common valuation of God's blessings, like the warming of the sun to a hale, stirring body,—but that blessing which faith finds in the sweet promises of God and his free favor, whereby the soul hath a place of joy and refuge in all storms of adversity. I beseech the Lord to open thine eyes, that thou mayest see the riches of his grace, which will abate the account of all earthly vanities; and if it please Him to give thee once a taste of the sweetness of true wisdom, which is from above, it will season thy studies and give a new temper to thy soul. Remember therefore, what the wisest saith, the fear of the Lord is the beginning of wisdom. Lay this foundation and thou shalt be wise indeed. Such was the career and such the character of Governor Winthrop, and I need add nothing more, I am persuaded, to show that his name is worthy of being given to your school. The building thus inaugurated is of brick, four stories in height, and is designed to seat 929 pupils. There will be 14 female teachers, besides a teacher of music, a teacher of sewing, and a head master. The entire cost of the school and site is estimated at \$89,000.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

We understand that sixteen or seventeen Essays have been presented to the Executive Committee for the Paris Exhibition, by candidates for the prize offered. Some of them are said to be the productions of the finest minds of Canada. The appointment of properly qualified persons to adjudicate on the respective merits of the competitors, is a work of delicacy. We hear that the judges are, the Hon. Mr. Morin, Messrs. Robert Christie, Langton, J. H. Cameron, Holton, and E. Parent. . . . The decision of the great literary prizes, founded by Burnett,—one of £1,800, and another of £600—to the authors of the two best treatises on "The Being and Attributes of God," has just been announced. The successful competitors were found to be—for the first prize, the Rev. Robert Anchor Thompson, A.M. Louth, Lincolnshire; and for the second, the Rev. John Tulloch, manse of Kettins. Cupar Angus, Principal of St. Mary's College, St. Andrews, Scotland. There were 208 treatises lodged. The judges were Professors Baden Powell, Henry Rodgers, and Mr. Isaac Taylor. They were unanimous in their judgment. . . . The library of 1,100 volumes used by Napoleon at Elba is still preserved on that Island. Many of the works contain notes in the Emperor's own hand. . . . Great Britain has 5,444 artists, 524 authors, 1,320 editors, and 207 reporters. . . . The taking of the last English census involved the recording of one hundred millions of facts. . . . M. Ede St. Maurice Cabany, who has made the alleged discovery of a romance, said to have been written by Sir Walter Scott while in Paris, says:—"On the 26th November, 1854, I published an account of the extraordinary manner in which the MSS. of the tale or romance, in three volumes, entitled 'Moredun: a Tale of the 1210,' came into my hands, accompanied by a letter of most singular interest. The MSS. and the letter I placed in my bureau, and I invited all whom the discovery interested to come and inspect them, and to judge for themselves of the grounds on which I founded the opinion, which I still entertain more strongly than ever, that Sir Walter Scott alone could have been the author of the romance. Three copies of the letter, addressed by Sir Walter to the German to whom he gave the MSS. are being accurately traced—one for the British Museum, one for the Crystal Palace, Sydenham, and the third for the London publishers of the novel—as soon as the

discoverer can "find any bold enough to give to the world a work of fiction full of interest, rich in humour, rapid and brilliant in its descriptions of scenery and character—but which the critical press of England is determined shall not have been written by Sir Walter Scott."

AUTHORSHIP OF THE CRITIQUE ON BYRON'S "HOURS OF IDLENESS."

It turns out, on the evidence of a manuscript note of the late Lord Cockburn, of Edinburgh—the biographer of Jeffrey, and the careful collector during his life of everything relating to the *Edinburgh Review* and Scottish literature generally—that the famous article in the *Edinburgh Review* on Byron's "Hours of Idleness," which drew forth the "English Bards and Scotch Reviewers," and stung Byron into the splendid revenge of his subsequent career, was written, not by Jeffrey, but by Brougham. Lord Cockburn's library, containing many curious and valuable memorials, has just been sold; and a collection of tracts, relating to the *Edinburgh Review*, and Edinburgh politics and literature during the last fifty years, and profusely annotated by Lord Cockburn, has been purchased by the British Museum for £85 8s. 6d. The collection consists of 350 volumes of pamphlets, of which about 60 refer to the *Edinburgh Review* alone. These supply, in some cases, the only evidence of the authorship of the essays in that famous periodical.

MEAN METEOROLOGICAL RESULTS AT TORONTO DURING THE YEAR 1854.

Professor Cherriman, of University College, read a very interesting paper at a late meeting of the Canadian Institute on the "mean meteorological results at Toronto, during the year 1854." The February number of the *Canadian Journal* will contain a full report of the address; in the meantime we present to our readers the following facts:

The mean temperature of the year 1854 was above the average of the last 14 years by 0.87, due chiefly to excess of heat in July and October, but reduced by the fall in December; the months from May to November being above their average temperature; the rest, with the exception of March, below.

The year is the hottest on record, with the exception of 1846.

The hottest month was July, and the coldest February, which is in accordance with the normal march of the temperature; the climatic difference is 51.4, which is 7.9 above the average.

July was the hottest month ever recorded, being 5.75 above its average temperature, and no less than 3.6 above the next inferior, which was July, 1850.

The hottest day was July 3d (81.3), and the coldest January 23th (1.6) the difference between these being 79.7.

The greatest daily range occurred on July 4th, amounting to 44.5, and the range on the whole year is 110.0, between 99.2 on the morning of August 21th, and -10.8 on the afternoon of February 3d, the former being by 4.9, the highest temperature ever recorded.

The year presents a remarkable instance of conformity with Col. Sabine's law of "permanence in the mean annual temperature, combined with great variability during the year."

The summer is the hottest recorded, and the autumn is only exceeded by that of 1846.

The thermic anomalies for the respective seasons are—Winter—11.2; Spring 8.2; Summer $\times 0.9$; Autumn—3.7.

The mean humidity of the year is 7.9, having attained a maximum in February and a minimum in July. The lowest humidity (27) occurred on August 7th, at 2 p. m.

The mean direction of the wind was from N. 42 deg. W., with a mean velocity of 6.02 miles per hour, making the most windy year of the series of 8 years. In all the months except September and October, the velocity was in excess of the average, and in November and December particularly so.

The depth of rain fallen has been 27.76 inches which is 3.586 inches less than the average: and if to this we add 4.95 inches for the amount of rain equivalent to the fall of 49.5 inches of snow, we have a total of 32.71 inches.

Frost occurred in every month except June, July, and August, the latest in Spring being on May 22d, and the earliest in Autumn on September 21st. The last snow of Spring was on April 29th, and the first of Autumn on October 16th. Toronto-bay was clear of ice on April 8th, and frozen over on December 2d; being crossed on foot on the morning of the 8th, this being unusually early. Only a few days about 28th October gave ill-defined indications of the Indian summer.

The number of thunder-storms during the year has been 58, more numerous than usual. Of these none occurred in January and February, one in March; the number increasing up to 16 in July, and then again descending to none in December. The most violent occurred on April 25th and 26th, May 17th and 20th, July 4th and 8th, from 19th to 22d, August 18th, and September 6th. That of July 4th was a complete hurricane, the wind for some minutes reaching a velocity of 60 miles per hour.

During the year there has been 203 nights, the state of which would have permitted Aurora to be seen if it existed. On 55 of them Aurora was actually observed. Only two displays of the first magnitude occurred, on March 27th and April 10th, both accompanied by great magnetic disturbance. On July 10th and September 10th perfect Auroral arches were formed, but without active features.

NINEVEH RELICS.

The French Minister of State has caused a three-masted vessel, the *Manuel*, of Bordeaux, to be hired to bring to France the objects discovered by M. Victor Place, consul of Mossul, in his excavations at Nineveh; and she has just sailed from Nantes for the Persian Gulf. Amongst the objects she will bring back is one of the monumental gates of the city, four gigantic bulls, several basso relievos, a great number of utensils of earthenware, copper, iron, and a number of statues of greater antiquity than any yet discovered. They are to be conveyed down the Tigris on large rafts, supported by bladders according to the custom of the country, to Bussorah, and are there to be shipped. The descent of the Tigris, a distance of 300 leagues, will be attended with considerable difficulties and dangers; but M. Place will, no doubt, be able to surmount them. He has already accomplished the more difficult operation of conveying the objects, some of which are of enormous weight, from Khorsabad to the banks of the Tigris, a distance of some leagues, and across a country which is not only without roads but is traversed by torrents over which it was necessary to throw bridges; and all this he has done without any of the apparatus employed by Europeans. It is expected that the *Manuel* will have returned to France in sufficient time to enable her precious cargo to be deposited in the Assyrian Museum of the Louvre before the opening of the exhibition.

PUBLIC LIBRARY NOTICE.

To Municipal and School Corporations in Upper Canada.

Until further notice, the undersigned will apportion one hundred per cent. upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

E. RYERSON.

EDUCATION OFFICE,

Toronto, 1st February, 1855.

. In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done) causes great delay in the selection and despatch of a library.

NORMAL SCHOOL.

THE next SESSION of the NORMAL SCHOOL will commence on the 15th of MAY, and end on the 15th of OCTOBER, 1855. CANDIDATES must present themselves during the first week of the Session, or they cannot be admitted. Terms of admission can be obtained from the Educational Department, upon application. See page 57.

EDUCATION OFFICE, Toronto, April, 1855.

WANTED A SITUATION,

A SCHOOL TEACHER, one who has been in the business for eight years, and holds a second class certificate. Apply by letter, (prepaid,) stating salary, to J. G. HOUSE, Tilsonburgh, No. 1.

TO TRUSTEES OF GRAMMAR SCHOOLS.

A GENTLEMAN who has obtained a LICENSE for a GRAMMAR SCHOOL in Upper Canada, as also a diploma for an ACADEMY in the Lower Province, the term of his agreement as Head Master of a Grammar School in Western Canada having just expired, wishes a re-engagement in the above capacity. Advertiser appeals with confidence to nine years' experience as a teacher of the higher branches in the Mother Country, as well as Upper and Lower Canada. Address, stating salary, &c., "DELTA" Post Office, Hamilton, C. W.

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WANTS a SITUATION, a TEACHER of several years experience. He has a First Class Certificate, and is qualified to teach the higher branches of an English Education, with the French, Latin and Greek languages. He is practically acquainted with the most approved methods of instruction. Address, stating salary—A. B. C., Guelph Post Office. March 21, 1855.

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

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