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IMPORTANCE OF COMMON SCHOOLS.

It is manifest that the calm independence, the stern integrity, the enlightened patriotism, on which the stability of our civil institutions depends, are excellences which can be the product only of a wise culture of the minds and hearts of the people, in the forming period of life. If the community would avail itself of the intellectual and moral power within its embrace, it must multiply, it must elevate, purify and quicken our common schools. If the community would show due respect to itself, it must show respect to the individuals who compose it. The whole body politic has a deep concern in the intellectual and moral development of every one of its members.

Did our fellow citizens but take this view of our civil condition, how would our common schools rise in their esteem! What necessary expenditure for their improvement, would be withheld, or grudgingly bestowed? How careful would the guardians of this great social concern be, in the selection of teachers; and how highly would those be honored, who faithfully and wisely discharged the duties of this most important office!

Whether we realize it or not, the most important trust we have to commit to others, is the care of our children,—the most momentous of all our social concerns is the education of our children. Who, that has any forecast, can look upon the rising generation, without heartfelt solicitude? Out of these infants and joyous youth are to arise the wise and good men and women, that shall bless,—and the ignorant and vicious men and women, that shall curse the coming age. Can any one be indifferent whether they shall turn out to be of the one class or of the other? Because a few years will intervene before their characters shall be unfolded—because the change from infancy to manhood will be gradual, let it never, for a moment, be forgotten, that a momentous change is coming to all children that live. In every infant there are the rudiments of a man or a woman.

When we look at a flower—see its calix filled with petals of exquisite form, of the most delicate texture, of diverse colors so rich and nicely blended, that no art can equal them,—and withal perpetually diffusing a delicious perfume, we can hardly believe that all this variety of charms was evolved from a little seed, not larger than the head of a pin.

When we contemplate a sturdy oak, that has for a hundred years defied the blasts of winter,—has spread wide around its sheltering limbs, and has seemed to grow only more hardy the more it has been pelted by the storm, we find it difficult to persuade ourselves that the essence, the elements of all this body and strength were once concealed in an acorn. Yet such are the facts of the vegetable world. Nor are they half so curious and wonderful as the facts which are disclosed in the history of the human mind and heart.

Here is a man, now master of twenty languages, who can converse in their own tongues with persons of as many different nations,—whose only utterance thirty years ago, was very much like, and not any more articulate than the bleating of a lamb. Or, it may be, that he, who could then send forth only a wailing cry, is now overwhelming the crowded forum, or swaying the Legislature of the nation by his eloquence, fraught with surpassing wisdom.

There is another, who can conceive the structure, and direct the

building of the mighty ship that shall bear an embattled host around the world; or the man, who can devise the plan of a magnificent temple, and guide the construction of every part, until it shall present to the eye of the beholder a perfect whole, glowing with the unspeakable beauty of a symmetrical form. And here is a third, who has comprehended the structure of the solar system. He has ascertained the sizes of the planets, and at what precise moments they shall severally complete their circuits. He has even weighed the sun,—measured the distances of some of the fixed stars,—and foretold the very hour, “when the dread comet,” after an absence of centuries, “shall to the forehead of our evening sky return.” These men are the same beings, who, thirty years ago, were puling infants, scarcely equal in their intelligence to kittens of a week old.

There, too, is a man who sways the destiny of nations. His empire embraces half the earth, and throughout his wide domains his will is law. At his command, hundreds of thousands rush to arms, the pliant subjects of his insatiable ambition, ready to pour out their blood like water at his bidding. He arranges them as he pleases, to execute his purpose. He directs their movements, as if they were the creatures of his hand. He plunges them into battle, and wades to conquest over their dead and mangled bodies. That man, the despotic power of whose mind overawes the world, was once a feeble babe, who had neither the disposition nor the strength to harm a fly.

On the other hand, there is one who now evinces unconquerable energy, and the spirit of willing self-sacrifice in works of benevolence. No toil seems to overbear his strength. No discouragement impairs his resolution. No dangers disarm his fortitude. He will penetrate into the most loathsome haunts of poverty or vice, that he may relieve the wretched, and reclaim the abandoned. He will traverse continents, and expose himself to the capricious cruelty of barbarous men, that he may bear to them the glad tidings of salvation. Or, he will calmly face the scorn or rage of the civilized world, in opposition to the wrong, however sanctioned by custom or hallowed by time; or march firmly to the stake, in maintenance of the true and the right. This man, a few years ago, might have been seen crying for a sugar-plum, or quarreling with his little sister for a two-penny toy.

And who are they that are infesting society with their daring crimes—scattering about them “firebrands, arrows, and death;” boldly setting at defiance the laws of man and of God? Are they not the same being that a few years ago were children, who, could they have conceived of such deeds of darkness as they now perpetrate without compunction, would have shrunk from them instinctively with horror?

These surely are prodigious changes, greater far than any exhibited in the vegetable world. And are they not changes of infinitely greater moment? The growth of a mighty tree from a small seed may be matter for wonder—for admiration; but the development of a being, capable of such tremendous agencies for good or for evil, should be with us all a matter of the deepest concern. Strange—passing strange; that it is not so! Go through the community and you shall find hundreds ready to adopt the best plans for the culture of vegetables, or fruit trees, where you will find one who is watching with due care over the growth of his immortal child.—*Rev. Mr. May's Lecture before the American Institute.*

DUTY OF LEGISLATORS RESPECTING THE EDUCATION OF THE PEOPLE.

It seems strange that so few of the great men in Politics have cared much for the Education of the People; only one of those, now prominently before the North, is intimately connected with it. He, [Hon. Horace Mann] at great personal sacrifice of money, of comfort, of health, even of respectability, became Superintendent of the Common Schools of Massachusetts, a place, whence we could ill spare him, to take the place of the noble man he succeeds. Few of the prominent scholars of the land, interest themselves in the public education of the People. The men of superior culture think the Common School beneath their notice; but it is the mother of them all.

None of the States of the North has ever given this matter the attention it demands. When we legislate about public Education this is the question before us:—Shall we give our posterity the greatest blessing which one generation can bestow upon another? Shall we give them a personal power which will create wealth in every form, multiply ships, and roads of earth, or of iron; subdue the forest, till the field, chain the rivers, hold the winds as its vassals, bind with an iron yoke the fire and water, and catch and tame the lightning of God? Shall we give them a personal power which will make them sober, temperate, healthy and wise; which shall keep them at peace, abroad and at home, organize them so wisely that all shall be united, and yet, each left free, with no tyranny of the few over the many, or the little over the great? Shall we enable them to keep, to improve, to double the manifold, the political, social and personal blessing they now possess; shall we give them this power to create riches, to promote order, peace, happiness—all forms of human welfare, or shall we not? That is the question. Give us intelligent men, moral men, men well developed in mind and conscience, heart and soul, men that love man and God, industrial prosperity, and social prosperity, and political prosperity, are sure to follow. But, without such men, all the machinery of this threefold prosperity is but a bauble in a child's hand, which he will soon break or lose, which he cannot replace when gone, nor use while kept.

Rich men, who have intelligence and goodness, will educate their children, at whatever cost. There are some men, even poor men's sons, born with such native power that they will achieve an education, often a most masterly culture; men whom no poverty can degrade, or make vulgar, whom no lack of means of culture, can keep from being wise and great. Such are exceptional men; the majority, nine-tenths of the people, will depend, for their culture, on the public institutions of the land. If there had never been a free public school in New England, not one-half of her mechanics and farmers would now be able to read, not a fourth part of her women. I need not stop to tell what would be the condition of her Agriculture, her manufactures, her Commerce; they would have been, perhaps, even behind the Agriculture, Commerce and Manufactures of South Carolina. I need not ask what would be the condition of her free churches, or the civil institutions which now beautify her rugged shores and sterile soil; there would be no such churches, no such institutions. Take away the free schools, you take away the cause of our manifold prosperity; double their efficiency and value, you not only double and quadruple the prosperity of the People, but you will enlarge their welfare—political, social, personal—far more than I now dare to calculate.—*Theodore Parker, of Boston, before a Teachers' Institute, Syracuse, N. Y., Oct. 4, '49.*

DUTY OF THE PEOPLE IN RESPECT TO THE COMMON SCHOOLS.

Upon them rests the responsibility of furnishing the means of education to every child in their respective cities and towns. This must be done by making liberal appropriations of moneys for the support of schools, and everything pertaining to them. If new school-houses are to be erected, let liberal provision be made for this purpose. In locating them, be sure that they are placed in pleasant situations, and where the grounds and space will admit of it, let trees, and shrubs, and flowers be planted. Make them, as far as they can be made, even in their outward appearance, attractive to those who shall occupy them. Let the rooms be large and commodious, with proper means for heating and ventilating them. Who shall say how many thousands of our youth have contracted diseases, and gone down to an untimely grave, by breathing for

hours, day after day, and year after year, the unwholesome and almost suffocating atmosphere of a crowded and ill-constructed school-room! How many teachers in our land, go daily home, languid and dispirited, with pale and haggard countenances, all from inhaling the vitiated and life-destroying atmosphere of the school-room! And this evil may now be remedied, and by a process so simple, as to be within the means of every school district in the land. Methods have recently been adopted for heating and ventilating buildings, which, when applied to large and crowded school-rooms, as they have been in many places, render the atmosphere in them as healthy and agreeable as that which we breathe beneath the broad canopy of the heavens.

Great improvements have also been made in the construction of seats and desks in school-rooms. The old blocks and benches, upon which we sat and coned our tasks in childhood, and over which so many lovely youths have been tortured and deformed, are fast giving place to the easy and convenient school chair, and improved desk, which now ornament so many of our school-rooms, conducing to the comfort and health of those who occupy them. These and other conveniences are to be furnished by the people, and they have only to know and feel the necessity of having them, and they will all be readily and cheerfully supplied. We, who are engaged in the immediate business of instruction, are too apt to declaim against the illiberality of the people in this respect, and we are often guilty of great injustice by so doing: The people are not illiberal in those things in which their children are interested. The love of offspring is inherent in our nature. The moment a human being becomes a parent, he breathes a new existence. He ceases to live for himself alone; he exists in his offspring. Their wants open the hearts—ay, and untie the purse-strings, too, even of the hardened and avaricious. Could children, therefore, be made to know and express their wants in matters relating to education, they would all be supplied with the same readiness, as the toys and playthings are now supplied to gratify their childish wishes. The people, then, must be instructed in these things; and it becomes our duty as public educators to keep these subjects constantly before them. Let us, then, upon all occasions, in our lectures and discussions, in our literary and educational journals, continue to make known these wants, until the whole people shall know and feel their importance; and then, and not till then, will they all be readily supplied, and the means afforded for carrying forward and perfecting the great work of public instruction.

Another important duty incumbent upon the people is the compensation of teachers. Show me the town or city in which the teachers are liberally compensated for their services, and I will there show you good and flourishing schools. I care not how many plans are devised for the instruction of teachers—all the Normal Schools and Teachers' Institutes that have been, or can be established, will avail but little, unless the precaution is taken to retain the services of those who are educated in them. Men of genius—men who are qualified to carry on that great work of public instruction, cannot be retained unless they are liberally compensated for their services. They will seek other and more profitable callings in life. The laborer is worthy of his hire, and if the community would command and retain the services of able, faithful, and efficient teachers, they must be willing to make liberal provision for their support.—*Lecture before the American Institute, by Wm. D. Swan, Esq., of Boston.*

DUTY OF THE FRIENDS OF RELIGION TO PROMOTE UNIVERSAL KNOWLEDGE AND EDUCATION AMONG THE PEOPLE.

The friends of religion should show themselves interested, in the intellectual and moral improvement of the people. There has been not merely neglect here, but much weak fear. Fear, however, produces what it imagines. It is altogether out of place here. Knowledge is the food of the mind; and he who would monopolize it, the people shall curse him. We have no surer hold on the gratitude or the convictions of a people than by securing their spiritual growth. We want, in the fair sense of the term, national education. We want schools for all, without offending the conscience of any. The school, the college, the chair, should be equally accessible to all; and the reason why all do not attain the highest honors should be, that they pause in the course, and not that they are fenced off by others from an approach.

We want a practical, every-day, common-sense education—not a formal deposit of unappreciated truth in unawakened faculties. We need schools for the mechanic, and schools for the agriculturist—schools for the young, and schools for the adult. The lecture room, the library, the rural and mechanics' institute, should complete the work so early begun; and our museums, our galleries, and our public buildings should supply at once recreation and improvement to the quickened mind. It is necessary to remark, that religious men would betray the interests of religion, if they were not the devoted advocates of this advancement, not as the members of a sect, but as the disciples of the New Testament. Must not every one see, that they could not render such service to the people, without disposing them to admire a religion which abounded in such pleasant and wholesome fruits?—*Rev. A. Reid, of London, England.*

DUTY OF EDUCATED MEN IN REGARD TO THE EDUCATION OF THE PEOPLE.

It is the duty of all men to watch over the public Education of the People, for it is the most important work of the state. It is particularly the duty of men who, hitherto, have least attended to it, men of the highest culture, men, too, of the highest genius. If a man with but common abilities, has attained great learning, he is one of the "public administrators," to distribute the goods of men of genius, from other times and lands, to mankind, their legal heirs. Why does God sometimes endow a man with intellectual power, making, now and then, a million-minded man? Is that superiority of gift solely for the man's own sake? Shame on such a thought. It is of little value to him unless he use it for me; it is for your sake and my sake, more than for his own. He is a precious almoner of wisdom; one of the public guardians of mankind, to think for us, to help us to think for ourselves; born to educate the world of feeble men, I call on such men, men of culture, men of genius, to help to build up institutions for the people. If they neglect this they are false to their trust. The culture which separates a man from sympathy with the ignorant, is a curse to both, and the genius which separates a man from his fellow-creatures, lowlier born than he, is the genius of a demon.—*Theodore Parker, of Boston.*

POWER AND ELEVATION WHICH KNOWLEDGE CONFERS UPON MAN.

All created things are governed by laws,—each by its own. The inanimate move and gravitate and are chemically changed from form to form; the animate live and reproduce their kind and die, in obedience to unchangeable laws. These laws the intellect of man can discover and understand; and thus make his dominion co-extensive with his knowledge. So far as we understand these laws, we can bring all substances that are governed by them under their action, and thus produce the results we desire; just as the coiner subjects his gold dust to the process of minting, and brings out eagles. So far as we understand the Creator's laws, He invests us with His power. When knowledge enables me to speak with the flaming tongue of lightning, across a continent, is it not the same as though I had power to call down the swiftest angel from heaven, and send him abroad as the messenger of my thoughts? When a knowledge of astronomy and navigation enables me to leave a port on this side of the globe and thread my labyrinthine way among contrary winds, and through the currents and counter-currents of the ocean, and to strike any port I please on the opposite side of the globe; is it not the same as though God for this purpose had endued me with His all-seeing vision, and enabled me to look through clouds and darkness around the convex earth? Nor does the intellect stop with the knowledge of physical laws. All the natural attributes of the Author of those laws are its highest and noblest study. Its contemplations and its discoveries rise from the spirit that dwelleth in a beast to the spirit that dwelleth in a man; and from this to the Spirit that dwelleth in the heavens. Every acquisition of knowledge, also, which the intellect can make, assimilates the creature to the all-knowing Creator. It traces another line on the countenance of the yet ignorant child, by which he more nearly resembles the Omniscient Father. Do not these reflections prove the worth and power and grandeur of the human mind, and show the infinite nature of the boon and blessedness which have been placed within reach of every human being?—*Horace Mann's Thoughts for Young Men.*

POWER AND RESPONSIBILITY OF SCHOOL TEACHERS.

Men and women, practical teachers now before me, a great trust is in your hands; nine-tenths of the children of the people depend on you for their early culture, for all the scholastic discipline they will ever get; their manly and womanly culture will depend on that, their prosperity also, all on you. When they are men, you know what numerous evils they will easily learn from Business, the Press, and other things. It is for you to give them such a developing and such a furnishing of their powers, that they will withstand, counteract and exterminate that evil. Teach them to love Justice better than their native land, Truth better than their Church, Humanity more than money, and Fidelity to their own Nature better than the Public Opinion of the Press. As the chief thing of all, teach them to love God and man. Your characters will be the inspiration of these children; your prayers their practice, your faith their works.

The rising generation is in your hands, you can fashion them in your own image, you will, you must do this. Great duties will devolve on these children when grown up to be men; you are to fit them for these duties. Since the Revolution, there has not been a question before the country—not a question of Constitution or Confederacy, Free Trade or Protective Tariff, Sub-treasury or Bank, of Peace or War, Freedom or Slavery, the Extension of Liberty, or the Extension of Bondage—not a question of this sort has come up before Congress, or the People, which could not have been better decided by seven men, honest, intelligent and just, who loved man and God, and looked, with a single eye, to what was right in the case. It is your business to train up such men. A Representative, a Senator, a Governor may be made, any day, by a vote. Ballots can make a President out of almost any thing; the most ordinary material is not too cheap and vulgar for that. But all the votes of all the conventions, all the parties, are unable to make a People capable of self-government. Nay, they cannot put Intelligence and Justice into the head of a single man. You are to do that. You are the "Sacred Legion," the "Theban Brothers" to repel the greatest foes that can invade the land, the only foes to be feared; you are to repel Ignorance, Injustice, Unmanliness and Irreligion. With none else to help you, in ten years' time, you can double the value of your schools, double the amount of development and instruction you annually furnish. So doing, you shall double, triple, quadruple, multiply manifold the blessings of the land. You can, if you will. I ask if you will? If your works say "Yes," then you will be the great Benefactors of the land, not giving money, but a charity far nobler yet, Education, the greatest charity.—*Theodore Parker, of Boston.*

RESULTS OF EDUCATION IN THE UNITED STATES.

Our industrial interests demand the same attentive and thorough education. Our lands yearly enriching, while they bear their annual crop; our railroads, mills and machines, the harness with which we tackle the elements,—for we domesticate fire and water, yes, the very lightening of heaven—all these are but material results of the People. Our political success and our industrial prosperity, both come from the pains taken with the education of the People. Halve this education, and you take away three-fourths of our industrial prosperity; double this education, you greatness the political welfare of the People, you increase their industrial success fourfold. Yes, more than that, for the results of education increase by a ratio of much higher powers.—*Theodore Parker.*

WHAT IS EDUCATION?—Etymologists tell us the word is derived from the Latin *educo*, to lead forth, to draw out, to raise up, to nourish, to bring up, &c. In this largest sense, then, as applied to man, it means the *developing*, or the *drawing out*, and the *training of the human faculties, composed, mental and moral*; and he only is to be regarded as a truly educated man, whose faculties have been thus developed, and rendered capable of vigorous action.—*Mr. Putnam's Lecture before the American Institute.*

A LESSON FOR CANADIANS FROM THE ANCIENT PERSIANS:—*ROLLIN* says, "the ancient Persians abhorred lying, which always was deemed amongst them a mean and infamous vice. What they esteemed most pitiful, next to lying, was to live upon trust, or by borrowing. Such a kind of life seemed to them idle, ignominious, servile, and the more despicable, as it tends to make people liars."

CANADIAN PRESS ON SCHOOLS AND EDUCATION.

EDUCATION.—We have borrowed from the *Journal of Education* two articles, which will be found in our first page, containing some notice of the progress of elementary instruction in Ireland, and in the State of New York. They are peculiarly interesting. The zealous activity displayed in promoting general education, on both sides of the Atlantic, is one of the most encouraging signs of the times. It is universally agreed that unless care be taken to enlighten and discipline the public mind, political freedom cannot be enjoyed in safety: and despotism, we all know, is never safe. The people *will be free*—that is, they will obtain self-government; but in order to use it aright, they must be well instructed. Liberty is a dangerous gift to the ignorant: it is a weapon they know not how to wield. But give them education, and they may be entrusted with freedom to any amount. Perhaps we ought not to say, “entrusted”—for freedom is their own, their birthright. Yet there is a preparation for its enjoyment, and that preparation, as is now commonly granted, society is bound to supply to its members, as far as it can be done without violating important principles. We refer to *religious principles*, which ought always to be held sacred. This has led to much discussion in England, and there has been great division of opinion on the duty of the State in this matter, and the limits within which its interference must be circumscribed. In North America, the duty is taken for granted. The State supplies the means of attaining knowledge, or empowers the people, in their respective localities, to tax themselves for that purpose; there is no legal provision for religious instruction, each community making its own arrangement; while the law, in Canada, expressly prohibits any compulsory attendance on lessons or exercises disapproved by parents or guardians. This is probably the wisest course that could be adopted. It is fair to all parties. We have noticed, with much satisfaction, the steady progress of the Common School system in Upper Canada. It works well. For want of full information, we are unable to offer an opinion respecting this part of the Province. We have no *Journal of Education* here—nor is the subject regarded as it ought to be. The opposition to the school law, which we have lately had occasion to refer to, indicates, in those who are concerned, a lamentable deficiency of enlightened views and correct feeling—in fact, an ignorance of the first elements of the science of Government, which cannot but be deeply deplored. Till an improvement takes place in the state of the popular mind, education in Lower Canada, will advance but slowly, and in consequence the ability for self-government will be but partially developed. A people so circumstanced will easily be impelled in any direction by those who know how to influence or rule their fellow-creatures; and on the occurrence of events tending to excite the fiercer passions, will most probably indulge in the most destructive excesses. Hence the importance of adopting measures to remove their prejudices, and dispose them to yield to liberal councils. There is yet room for improvement, even in Canada West. We should like to see a library in every school—and the walls well furnished with maps. We should like every school to have its garden plot, cultivated by the pupils, under the direction of the Teacher. We should like to see institutions for the promotion of knowledge and practical science, akin to Mechanics’ Institutes, and especially intended for young men, established in every School Section. We should rejoice to learn that the Clergy, of all denominations interest themselves in the spread of knowledge as well as religion, in order to bring the one under the influence of the other. We might enlarge on this theme—but for the present we forbear.—*Montreal Pilot*, 23rd of February, 1850.

THE NORMAL AND MODEL SCHOOL.—We cannot dismiss the subject without adverting to the great benefit to be derived to the *agriculturists*, as a class, from the Model and Common Schools, notwithstanding all the tinkering they have undergone. The institution of an Agricultural Professorship and an experimental farm can benefit but few, *directly*, and their great and good results will be seen and felt through the country but *slowly* and *indirectly*, though not the less surely. It is from the Common Schools, and through them the Normal School, that the Province will be made to feel the first advantages. Under the Normal School system, which is destined to work such a rapid and beneficial influence over our *hitherto hap-hazard* Common Schools, the lower classes will

learn not only to read, but to *think*, to observe, to compare; they will learn to appreciate information, and consequently to seek and to prize it—not like *philosophers* for its own sake, but like human beings, for its value in relation to their own every day work and comforts. They will be the nurses or mothers to the rural population, training up their young charge to a certain growth, and then sending forward to higher schools of intellect, those whose destiny leads them there, with minds well cultivated and prepared to receive that seed, which, with the blessing of Providence, will sooner or later ripen into an abundant harvest of good, for themselves, their families, and their country.—*Toronto Patriot*, March 9th, 1850.

FREE SCHOOLS.—We are in possession of the *Journal of Education* for the last month. We are pleased to see that the principle of *Free Schools* gains ground, and is well advocated by this *Journal*. Whatever may be the objections made by a few narrow-minded, selfish individuals to the adoption of this principle, it is nevertheless the true basis of popular education, and lies at the very foundation of national prosperity. Property, the possession of which it now made antagonistic to this principle, would itself be enhanced more by the universal diffusion of education than by any other thing.—*St. Catharines Journal*, March 14th, 1850.

Miscellaneous.

FACTS FOR PARENTS AND TEACHERS.

Every child under six or eight years of age has an intellectual or scientific taste; or a strong love for the productions and the operations he witnesses in the great “Cabinet,” and the great “Laboratory” of Nature. He is also disposed, by his own hands, to collect a cabinet from the productions, and imitate the operations he witnesses in the “laboratory,” for his own amusement and instruction.

At the age of sixteen or eighteen, most persons have nearly lost, and at twenty-five or thirty, nearly all have lost, the taste for science and for intellectual enjoyments, which their Creator originally implanted in their minds.

When children are encouraged and aided by parents and teachers, in their early attempts and scientific pursuits, their taste for science and for all intellectual and moral pleasures is greatly strengthened; never obliterated or weakened.

While children are advancing in the knowledge of things, they learn to read, spell and write, almost of course; and that with devoting very little time exclusively for that purpose. Pupils in the schools in Prussia and other parts of Germany, spend six months or a year in the study of the works of nature and art, before they commence their lessons in books or in letters in any form. When books are introduced they are used to aid the pupils in their scientific pursuits. One week is a common time for children to read plain sentences.

In American schools, experience shows, that books on geography, history, biography, botany, natural philosophy, chemistry, geology, and other sciences, make better readers and make good readers sooner, than any of the “*class readers*,” used exclusively in teaching reading.

A desire to be useful, is a prominent feature in the character of children. To do a favor to some one, to increase the happiness or relieve the distress of some person or animal, is to them a rich source of pleasure. The management of children, both at home and at school, is calculated to weaken this benevolent and generous principle, implanted in them by their Creator, and to strengthen the principle of selfishness. The change thus effected in the moral character of children, principally by their parents and teachers, is equally striking and lamentable.

Neither the fear of punishment, nor the desire of excelling others, will impel pupils so powerfully to study as the prospect of rendering their studies *immediately* useful to others. A map, or any other drawing, an illustration in arithmetic, projection of an eclipse, or other illustration of astronomy, of natural philosophy or chemistry, a collection of plants, minerals or shells, a “*geometrical album*,” or anything else in nature or art, collected or prepared for aiding the improvement of others, in some other family, school or country, will elicit greater effort, and far greater improvement, than any

lessons got merely for the sake of getting them. The reason is as plain as the difference between a motive and no motive.

In no School or family where whipping is much practised, is there good order or strict obedience; much less a love of study or the warmth of affection. A child who is whipped one day commonly needs whipping the next, and frequently several times the same day; thus proving that repeated and long-continued punishment may harden, but cannot refrain.

The love of employment and the love of knowledge are sufficient inducements for nearly every child to acquire knowledge. Confining children upon benches, in looking at books which they cannot understand, prevents both employment and the acquisition of knowledge. Collecting, studying, arranging, describing, and above all, exchanging specimens of nature and art, aided by books of course, furnish both the employment and the knowledge, which animates and invigorates to renewed effort, and to extensive, elevated, and thorough improvement.

SUBLIMITY OF THE MORAL VIRTUE.—The laws of nature are sublime, but there is a moral sublimity before which the highest intelligences must kneel and adore. The laws by which the winds blow, and the tides of the ocean, like a vast clepsydra, measure, with inimitable exactness, the hours of ever-flowing time; the laws by which the planets roll, and the sun vivifies and paints; the laws which preside over the subtle combinations of chemistry, and the amazing velocities of electricity; the laws of germination and the production in the vegetable and animal worlds;—all these, radiant with eternal beauty as they are, and exalted above all the objects of sense, still wane and pale before the Moral Glories that apparel the universe in their celestial light. The heart can put no charms which no beauty of known things, nor imagination of the unknown, can aspire to emulate. Virtue shines in native colors, purer and brighter than pearl, or diamond, or prism, can reflect. Arabian gardens in their bloom can exile no such sweetness as charity diffuses. Beneficence is godlike, and he who does most good to his fellow man is the Master of Masters, and has learned the Art of Arts. Enrich and embellish the universe as you will, it is only a fit temple for the heart that loves truth with a supreme love. Inanimate vastness excites wonder; knowledge kindles admiration, but love enraptures the soul. Scientific truth is marvellous, but moral truth is divine; and whoever breathes its air and walks by its lights has found the lost paradise. For him a new heaven and a new earth have already been created. His home is the sanctuary of God, the Holy of Holies.—*Horace Mann's Thoughts for a Young Man.*

SMALL MAJORITIES.—Some of the most eventful changes in our constitution have been carried by feeble majorities. The great points of the national religion, under Elizabeth were carried by six votes. The great question on the danger of Popery, in Queen Anne's reign, was decided by a majority of 256 to 208. The Hanover succession was carried by a single vote! The Remonstrance, in Charles the First's time, by eleven.—The Union with Scotland and Ireland, by very small majorities. The Reform in Parliament in 1831, by one!—*Duncan's Essays.*

THE AMERICAN PRESIDENTIAL VETO POWER has been exercised 25 times since the organization of the government, viz.: by Washington 2, Madison 6, Monroe 1, Jackson 9, Tyler 4, Polk 3. Total number of vetoes, 25. The whole number of acts passed and approved since the origin of the government, is about 7,000, which will make 280 acts for one veto.

ENGLISH vs. AMERICAN GIRLS.—The English girl spends more than one-half of her waking hours in physical amusements which tend to develop and invigorate and ripen the bodily powers. She rides, walks, drives, rows upon the water, runs, dances, plays, sings, jumps the rope, throws the ball, hurls the quoit, draws the bow, keeps up the shuttlecock—and all this without having it forever pressed on her mind that she is thereby wasting her time. She does this every day, until it becomes a habit which she will follow up through life. Her frame as a natural consequence, is larger, her muscular system better developed, her nervous system in better subordination, her strength more enduring, and the whole tone of

her mind healthier. She may not know as much at the age of seventeen as does the American girl; as a general thing she does not; but the growth of her intellect has been stimulated by no hot-house culture, and though maturity comes later it will proportionally last longer. Eight hours each day of mental application, for girls between ten and nineteen years, or ten hours each day, as is sometimes required at school, with two hours for meals, one for religious duties, the remainder for physical exercises, are enough to break down the strongest constitution.

Slander may be compared to the mist that obscures the beauties of the landscape, and truth to the sun that dispels the mist, and restores the loveliness of the prospect.

Without slander, conversation would be exhausted where people are not refined; slander affords them amusement. This vice has become so common, that he must be ignorant not to observe it daily.—*Flecher.*

He who tells truth requires to use less argument than he who speaks falsely; the former has but one to convince—the person he addresses; the latter has two—his hearer and himself.

Is there a word in the English language that contains all the vowels? There is—*unquestionably*. There is another one which contains them, in the usual order—*facetiously*.

Sidney Smith said there were three things which every man fancied he could do—farm a small property, drive a gig, and write an article.

"WE REAP AS WE HAVE SOWN.—Men bear with them from this world, their habits of mind and stores of knowledge—their dispositions and affections and desires; and these become a part of our punishment, or of our reward according to their kind.—*Southey's Progress and Prospects of Society.*

"A HAPPIER CONDITION OF SOCIETY is possible than that in which any nation is existing at this time, or has, at any time existed. The sum both of moral and physical evil cannot indeed be removed, unless the nature of man were changed; and that renovation is only to be effected in individuals, and in them, only by the special grace of God. Physical evil must always to a certain degree, be inseparable from mortality.—*ib.*

EDUCATION OF THE SOUL.—Nothing more clearly reveals the celestial origin of the human soul, than those emotions which have no reference to the preservation of animal life. These emotions, which none of the inferior animals experience, seem like an introduction to a more exalted state of existence.—*Madame de Saussure Necker's Progressive Education*, tome ii.—p. 155.

THE INFLUENCE OF A MOTHER'S LOVE.—Children notice a mother's love. They see her grief at her loss, or her watchfulness in sickness, or her sympathy for others, and their hearts are touched by such manifestations of feeling. Such things sink deep into their young spirits, and all the experiences of after life will not efface them. Was it not such a love that led Paul F. Richter to speak of his poor humble mother with such overflowing tenderness? "Unhappy is the man," said he, "for whom his own mother has not made all other mothers venerable!" And elsewhere he writes, "O thou that hast still a father and a mother, thank God for it in the day when thy soul is full of joyful tears, and needs a bosom wherein to shed them!"—*R. C. Waterson.*

A PRACTICAL JOKE AND A SOPHISM.—Thelwall thought it very unfair to influence a child's mind by inculcating any opinions before it had come to years of discretion to choose for itself. I showed him my garden and told him it was my botanical garden. "How so," said he, "It is covered with weeds." "Oh!" I replied, "that is because it has not yet come to years of discretion and choice. The weeds, you see, have taken the liberty to grow, and I thought it unfair in me to prejudice the soil towards roses and strawberries."—*Coleridge.*

THE AFFECTIONS.—Parental love is the purest of all human affections. Other ties time or distance may wear out, rivalry, jealousy, envy, or interest turn into hatred; but a parent's love can know none of these—it follows its object near or distant unabated, unwavering, through "good and evil report"—through "glory and shame."—*Montgomery.*

RECOLLECTION OF SCHOOL DAYS.

Be it a weakness, it deserves some praise,
 To love the play-place of our early days ;
 The scene is touching; and the heart is stone
 That feels not at that sight, and feels at none.
 The wall on which we tried our graving skill,
 The very name we carved subsisting still ;
 The bench on which we sat while deep employed,
 Though mangled, hacked, and hewed, not yet destroyed ;
 The little ones, unbuttoned, glowing hot,
 Playing our games, and on the very spot,
 As happy as we once, to kneel and draw
 The chalky ring, and knuckle down at law ;
 To pitch the ball into the grounded hat,
 Or drive it devious with a dexterous pat :
 The pleasing spectacle at once excites
 Such recollection of our own delights,
 That, viewing it, we seem almost to obtain
 Our innocent, sweet, simple years again.
 This fond attachment to the well-known place,
 Whence first we started into life's long race,
 Maintains its hold with such unfailling sway
 We feel it even in age, and at our latest day.—*Cooper.*

HINTS TO YOUNG MEN IN CITIES AND TOWNS.—A young man, in the city, and, some avocations, in the country also, who has only a limited stipend for the supply of all his wants, is sorely tempted to indulge himself in what meets the public eye, and to scrimp himself in needs of a more private character. An unhealthy sleeping-room may be endured, that a showy dress may be displayed. A month of penurious living is the penalty of an expensive entertainment. A day of indiscreet and perhaps baneful pleasure absorbs what would have sufficed to spread comfort over weeks. In former days, under the disposition of a custom as cruel as it was ridiculous, a young man, with a few spare dollars in his pocket, was expected to spend them in the sensual pleasures of a wine-bibbing entertainment, instead of spending them for the god-like joy of succoring distress, of reclaiming from guilt, or of rescuing innocence from perdition. I once knew a young man, who, on removing from the country to the city, was introduced to a very respectable circle of persons about his own age, who were in the habit of meeting periodically, for the nominal purpose, at least, of conversation and social improvement. But any looker-on at their symposia might not have been deemed uncharitable, had he supposed that the snapper, the wine, and the cigars, constituted the principal attraction. He became one of the number, and for a time enjoyed the hilarity and shared the expense of the entertainments ; but being at last rebuked by his conscience for this mode of spending both time and money, he quietly withdrew from the club, though without abandoning his intimacy with its members. Though one of their number, he learned the average cost of their suppers, and taking an equal sum from his own scantily-filled purse, he laid it aside, as a fund for charity. At the end of a single season, he found himself in possession of a hundred dollars, wholly made up of these sums saved from genteel dissipation. This amount he took to a poor but most exemplary family, consisting of a widow and several small children, all of whom were struggling, as for life, and against a series of adverse circumstances, to maintain a show of respectability, and to provide the means of attending the public school. The bestowment of this sum upon the disheartened mother and the fatherless children, together with the sympathy and counsel that accompanied it, seemed to put a new heart into the bosoms of them all. It proved the turning point in their fortunes. Some small debts were paid, the necessary school-books and a few articles of decent clothing were obtained, the children sprang forward in their studies, equalling or outstripping all competitors ; and, at the present time, they are among the most respectable, exemplary and useful citizens in the State. Now, it would be to suppose myself, not among men, but among friends, were I to ask the question, as if doubtful of the answer, which of those young men extracted the greatest quantity and the purest quality of happiness from his hundred dollars ! Nor can such a charity ever fail to benefit him that gives as much as him that takes.—*Horace Mann's Lectures.—Thoughts for Young Men.*

REAL STRENGTH AND SECURITY OF THE UNITED STATES.—America has nothing to fear from any foreign foe ; for nearly forty years she has had no quarrel but of her own making. Such is our enterprise and our strength, that few nations would, carelessly, engage in war with us ; none, without great provocation. In the midst of us, is our danger ; not in foreign arms, but in the ignorance and the wickedness of her own children, the ignorance of the many, the wickedness of the few who will lead the many to their ruin. The bulwark of America is not the army and the navy of the United States, with all the men at the public cost instructed in the art of war ; it is not the swords and the muskets idly bristling in our armories ; it is not the cannon and the powder carefully laid by ; no, nor is it yet the forts, which frown in all their grim barbarity of stone along the coast, defacing the landscape, else so fair ; these might all be destroyed to-night, and the nation be as safe as now. The more effectual bulwark of America is her schools. The cheap reading-book, or the vane on her school-house is a better symbol of the nation than "the star spangled banner ;" the Printing Press does more than the cannon, the Press is mightier than the sword. The army that is to keep our liberties—you are part of that, the noble army of Teachers. It is you, who are to make a great nation greater, even wise and good,—the next generation better than their sires.—*Theodore Parker, of Boston.*

ENGLAND.—Least among the nations, and farthest from the springs of civilization, the light of Divine truth early visited her shores, and tarried on them long. Cradled in storms, and overrun by fierce adversaries, she nevertheless acquired strength under every calamity, till the floods of war and bloodshed which broke on her strand, rolled back with accumulated fury to overwhelm her enemies. A thousand times, every thing dear to a nation, was put in peril—a thousand times an unseen hand wrought her salvation. Providence and religion were still with her ; and, in most forbidding circumstances, wrought out for her a good which came not to other nations. Whose homes are so sweet as hers ? whose vallies so fair ? what people so happy ? Where has liberty a firmer throne ? or justice a better tribunal, or peace a more secure habitation ? Where, if not here, shall we find the mind beaming with intelligence, the soul rising to heroism, the heart melting with charity ? The hand which has supplied her with every element of good, has also made her great. At first, least among the nations, and an outcast from civilized life, she is now the greatest of them all. The sun, travel where he may, looks not on that portion of our world which bears not the impress of her name and her power !—*Rev. A. Reed, of London, England.*

OUR COUNTRY—OUR NATIVE LAND.—Your country ! Is there no charm in that word ? The land of your fathers ! Your land ! The land of your birth ; where you first breathed the vital air, and saw the pleasant light ; where you first heard a mother's voice, and were welcomed into life by a parent's smiles ! The land where you first thought of God ; first bowed the knee in prayer ; and started in your pilgrimage to heaven ! The land of your best associations and dearest loves ; which has often brightened to your smile, and been wetted with your tears ! The land of your privileges and your hopes ; where is the book of knowledge, the covenant of promise, and the glorious tabernacle of the Most High ! The land of great and hallowed deeds—where sages have prophesied, heroes have fought, martyrs bled, and saints passed to heaven ; where piety has found a refuge, liberty a throne, and slavery a grave ! The beacon land of the world—whose lights beam on every nation, to guard them from surrounding evil, and to guide them to the haven of human hope !—*Ibid.*

THE MOST PERFECT POPULAR GOVERNMENT.—PERRANDEUS, (reckoned as one of the seven wise men of Greece,) was Governor of Corinth, and invited the other wise men to spend some time with him as his guests. One day at table, one of the company proposed this question : *Which is the most perfect popular government ?*—That, answered SOLON, where an injury done to any private citizen is one done to the whole body :—That, says BIAS, where the law has no superior :—That, says THALES, where the inhabitants are neither too rich nor too poor :—That, says ANACHARSIS, where virtue is honoured and vice detested :—That, says PITTACUS, where dignities are always conferred upon the virtuous, and never upon the

wicked:—That, says CLEOBULUS, where the citizens fear blame more than punishment:—That, says CHILO, where the laws are more regarded, and have more authority than the orators.

Note.—It will be useful for the people of Canada to study deeply and practically the answers given by SOLON, BIAS, ANACHARSIS PITTACUS, and CHILO. As for the answer of CLEOBULUS, a man should fear blame for nothing that is good, or right or honorable, but only for which is vicious and dishonorable.

FOR WHAT IS A MOTHER RESPONSIBLE.

She is responsible for the nursing and rearing of her progeny, for their physical constitution and growth; their exercise and proper sustenance in early life. A child left to grow up deformed and meagre, is an object of maternal negligence. She is responsible for a child's habits, including cleanliness, order, conversation, eating, sleeping, and general propriety and behaviour. A child deficient, or untaught in these particulars, will prove a living monument of parental disregard—because, generally speaking, a mother can, if she will, greatly control children in these matters.

She is responsible for their deportment. She can make them fearful and cringing, she can make them modest or impertinent, ingenuous or deceitful, mean or manly, clownish or polite. The germ of all these things is in childhood, and a mother can repress or bring them forth.

She is responsible for the principles, which her children entertain in early life. For her it is to say whether those who go forth from her fire-side shall be imbued with sentiments of virtue, truth, honor, honesty, temperance, industry, benevolence and morality, or those of a contrary character—vice, fraud, drunkenness, idleness, covetousness. These will be found to be of the most natural growth; but on her is devolved the daily, hourly task of weeding her little garden, of eradicating those odious productions, and planting the human heart with the lilly, the rose, and the amaranth, that fadeless flower, emblem of truth.

She is to a very considerable extent responsible for the temper and disposition of her children. Constitutionally they may be violent, irritable, revengeful, but for the regulation or correction of these passions, a mother is responsible, also for the intellectual acquirements of children; that is, she is bound to do what she can for this object. Schools, Academies, and Colleges, open their portals throughout the land; and every mother is under heavy responsibilities to know that her sons and daughters have all the benefits which these afford, and which their circumstances permit them to enjoy.

She is responsible for their religious education. The beginning of all wisdom is the fear of God; and this every mother is capable, to a greater or less degree, of infusing into the minds of her offspring.—*The Casket.*

THINK AGAIN—A BEAUTIFUL INCIDENT.—It is related that during the first few days of the reign of Queen Victoria, then a girl between nineteen and twenty years of age, some sentences of a *Court Martial* were presented for her signature. One was death for desertion—a soldier was condemned to be shot, and his death warrant was presented to the Queen for her signature. She read it, paused, and looked up to the officer who had laid it before her and said.

"Have you nothing to say in behalf of this man?"

"Nothing: he has deserted three times," said the officer.

"Think again, my lord," was her reply.

"And," said the gallant veteran, as he related the circumstance to his friends (for it was none other than the Duke of Wellington,) "seeing Her Majesty so earnest about it, I said, he is certainly a bad soldier, but there was somebody who spoke as to his good character, and he may be a good man for ought I know to the contrary."

"Oh, thank you a thousand times!" exclaimed the youthful Queen, and hastily writing *Pardoned* in large letters on the fatal page, she sent it across the table with a hand trembling with eagerness and beautiful emotion!

Now what a world of instruction, goodness, and true philosophy is contained in these two words, *Think again*. Could we adopt their spirit as the rule of our lives, one and all, what a happy change would come over society. In all our business concerns, in

our social and moral relations, our political and religious duties, what important results might follow, if, on many, very many occasions, we should *think again* before we decided upon action.—*Young People's Mirror.*

THE FUTURE.—It cannot be that earth is man's abiding place. It cannot be that our life is cast up by the ocean of eternity to float a moment on its waves and sink into nothingness. Else, why is it that the high and glorious aspirations which leap from the temple of our heart for ever wander about unsatisfied? Why is it that the rainbow and cloud come over us with a beauty that is not of this earth, and then pass off and leave us to muse upon their faded loveliness? Why is it that the stars holding their "festival about the midnight throne" are set above the grasp of our limited faculties, for ever mocking us with their unapproachable glory? And finally, why is it that brighter forms of human beauty are presented to our view, and then taken from us, leaving the thousand streams of our affections to flow back in Alpine torrents upon our hearts? We are born for a higher destiny than that of the earth. There is a realm where the rainbow never fades, where the stars will be spread out before us like islands that slumber on the ocean, and where the beautiful, which begins here and passes before us like shadows, will stay in our presence for ever.—F. R. II.

PROGRESS OF TRUTH.—It is unquestionably one of the happiest laws of intellectual progress, that the judicious labors, the profound reasonings, the sublime discoveries, the generous sentiments of great intellects, rapidly work their way into the common channel of public opinion, find access to the general mind, raise the universal standard of attainment, correct popular errors, promote arts of daily application, and come home at last to the fireside, in the shape of increased intelligence, skill, comfort and virtue; which in their turn, by an instantaneous re-action, multiply the numbers and facilitate the efforts of those who engage in the further investigation and discovery of truth. In this way, a constant circulation, like that of the life blood, takes place in the intellectual world. Truth travels down from the heights of philosophy to the humblest walks of life, and up from the simplest perceptions of an awakened intellect to the discoveries which almost change the face of the world. At every stage of its progress it is genial, luminous, creative. When first struck out by some distinguished and fortunate genius, it may address itself only to a few minds of kindred power. It exists then only in the highest forms of science; it corrects former systems, and authorizes new generalizations. Discussions, controversy, begins: more truth is elicited, more errors exploded, more doubts cleared up, more phenomena drawn into the circle, unexpected connexions of kindred sciences are traced, and in each state of the progress; the number rapidly grows of those of those who are prepared to comprehend and carry on some branches of the investigation—till, in the lapse of time, every order of intellect has been kindled, from that of the sublime discoverer, to the practical machinist; and every department of knowledge been enlarged, from the most abstruse and transcendental theory to the daily arts of life.—*Hon. E. Everett.*

EDUCATION AND THE NEW CONSTITUTIONAL CHARTER IN PRUSSIA. We observe that "a fundamental article of the Prussian National Charter declares that there shall be a well-provided School opened for every child; and that from the age of eight to thirteen, every child shall attend school. Education is indispensable to every Prussian as a condition of filling the smallest office: it is consistent therefore, that the State should supply every man with this, without which he is scarcely a citizen, and the want of which he cannot supply in his adult days."

CURIOUS CUSTOM AMONG THE ANCIENT THRACIANS.—In one of their districts, when a child came into the world, all the relations expressed great sorrow and affliction, bitterly weeping at the prospect of the misery which the new-born infant had to experience. While, on the other hand, on the death of any of their family, they all rejoiced, because they looked upon the deceased person as only happy from that moment wherein he was delivered for ever from the troubles and calamities of this life.

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CANADIAN PATRIOTISM, THE LEVER OF CANADIAN GREATNESS.

"Such is the Patriot's boast, where'er we roam,
His first, best country ever is his home."

We heard it remarked, a short time since, by an eloquent and powerful Christian orator, that one of the most serious impediments, if not the greatest hindrance, to Canadian advancement, was the absence of a *true Canadian feeling*—a feeling of what might be termed *Canadian nationality*, in contradistinction to a feeling of mere colonial or annexationist vassalage. The orator stated, that he did not like the term "British Canadian feeling," but he did like that of "Canadian British feeling." It should be Canada first for the people of Canada, and Canada British, either by civil connexion or national alliance. It was in the depth, vigour, and energy of this feeling, the speaker maintained, that the hope and life of Canadian prosperity and greatness are bound up.

This subject demands the consideration of every man who claims Canada as his native or adopted country. When a man emigrates to Canada, his home, his interests and his hopes are no longer English, or Scotch, or Irish, or French, or German, but *Canadian*. He has left his father-land and joined himself to Canada, as a "man leaves his father and mother and joins himself to his wife, and they twain become one flesh." He respects, he venerates, he loves, he sympathizes with his parentage; but his cares, his interests, his heart, himself, his future, his all, are blended and identified with other objects and with another home. The well-being of home is the first object of his natural and dutiful solicitude. What is true in respect to an individual family and home, is equally true in regard to a people and a country. An injury done to the credit, the security, the character of a country, is an injury done to each inhabitant of it, except those who speculate in their country's misfortune, and rise by its depressions, like ship-wreckers and free-booters.

It was the first duty and the true interest of the earliest settlers in Canada to make the most of their adopted country—to look at home as much as possible, and to look abroad as little as possible—to devise every plan and employ every energy to create a supply in Canada for the inhabitants of Canada—to rely upon themselves for the management of their country, as well as of their farms and shops, and not upon foreign management in the one case any more than in the other. This is clearly the pervading spirit of the Colonial policy propounded on the part of HER MAJESTY'S Government by Lord JOHN RUSSELL, in his late speech in the House of Commons; and it is the spirit which should actuate every colonist. Some of the ancient Greek and Phœnician colonies soon equalled their parent states, with which they ever maintained, with scarcely an exception, a filial friendship and intimate alliance; yet they looked to the territories they colonized as their homes, and relied upon themselves as the architects of their own fortunes and the founders of their countries' prosperity and greatness.

It cannot be too strongly impressed upon every mind, that it is on Canadian energy, Canadian ambition, Canadian self-reliance, skill and enterprise,—in a word, on Canadian patriotism—that depends Canadian prosperity, elevation, and happiness. The fact that some men by honest and intelligent industry, as tradesmen, mechanics, farmers, merchants and professional men have risen from poverty to comfort, and even affluence, shows what others

might have done by equal honesty, intelligence and industry. In agricultural productiveness, Canada is superior to New York; in water-power and hydraulic privileges it is equal to any of the New England States; in lumber it is a contributor to both the American and English markets; its mineral resources are ample to supply its own implements of industry, as its cattle and flocks are equal to its wants for labour, food and clothing. Its sky is as clear as that of Italy, and its climate as healthy as that of Germany; its institutions are even freer than those of England, and its administration of justice confessedly more independent and impartial than that of the United States. The social and material advancement of Canada in former years was confessedly slow; but compare its progress for the last ten years in any and every respect with that of any of the neighboring States from Maine to Michigan, apart from the advantages some of them possess as being the sea-ports and thoroughfares for other States, and the results will be honourable to Canada. Compare every thing progressive in those States which is not adventitious but which depends upon home industry and enterprise, and Canada, with all its faults and short-comings, has much more reason to be proud than to be ashamed. It is true Canadian HIPPIASES have done much to disturb and retard its interests; but this spirit of defaming and conspiring against one's country on grounds of personal cupidity, ambition or resentment, instead of consulting and maintaining its honour and interests, even in exile, like an ARISTIDES and a CÆNON, is as alien to the general feeling as it is hostile to the general interests of Canada. But in as far as this (a foreign-selfish spirit, instead of home-patriotic spirit) exists—this spirit of crying to HERCULES instead of helping oneself—this spirit of idle lottery scheming instead of self-relying manly independence and industry—this spirit of degrading one's country instead of exalting it—Canadian enterprise will be damped, the value of Canadian securities and property will be depreciated, and Canadian progress impeded. In the days of GRECIAN self-reliance, unity and patriotism, that little peninsula of half the territorial extent of Canada, repelled the most numerous armies recorded in history, and defied a power whose domains extended from the Indus to the Ægean and from the Euxine to the cataracts of the Nile.—Let each Canadian love his country and seek its glory as did the ancient Greeks during the era when private patriotism and public virtue were inscribed upon their national escutcheon. We have no strife of foreign war—no hostile rivalry of nations;—our warfare is a domestic, bloodless one—a warfare of virtue against vice, of knowledge against ignorance, of self-dependence against foreign-dependence, of public spirit against personal littleness, of the love of Canada as ourselves, instead of the love of self against Canada, of the dignified and generous industry of a CINCINNATUS instead of the selfish and protean adventures of an ALCIBIADES. Surely if

"The shuddering tenant of the Frigid Zone
Proudly proclaims the happiest spot his own;
The naked negro, panting on the line,
Boasts of his golden sands and palmy wine;"

all true Canadians can say to the genial land of their birth or adoption,

"Our bosoms with rapture beat high at thy name,
Thy health is our transport—our triumph thy fame."

We will conclude our present remarks on this subject in the words of an address to the students of HARVARD COLLEGE, by the Rev. Dr. BETHUNE, of Philadelphia.

"Patriotism has been regarded by some as a visionary virtue, existing only in boyish dreams, romantic rhapsodies, and declarations of demagogues; by others it has been denounced as a narrow vice, the opposite of Christian philanthropy. The first are at variance with the general sense of mankind; the last, with the moral economy ordained by God. That there are those who, while professing love for their country, would sacrifice

its welfare to the their selfishness, proves no more than their infirmity or hypocrisy. Human weakness is no argument against the reality of a virtue; on the contrary, a false pretence of a moral principle testifies to its value, for causing bad men cloak their evil with the semblance of good. It were mere commonplace of quotation to cite instances showing the power of patriotic sentiment. Every page of history, and of none more than our own, records its courage in conflict, or its devotion under defeat. Poetry, the language which genius gives to the heart, exults with its pride, or saddens with its sorrow. The orator appeals to it, seldom in vain, as among the strongest passions of our nature. The ethical philosopher defines its limits and adjusts its rules. The Holy Scriptures sanctify it by their infallible authority, when they preserve 'for our learning' the mournful elegies of captive Judah, mingling her tears with the waters of Babylon; or, above all, exhibit the sympathy of Christ himself, the Divine perfection of humanity, who, on his way to die for the world, paused to lament over Jerusalem; and, as he sent forth the 'glad tidings which shall be for all people,' commanded that they should be proclaimed first throughout the land of his birth. One, who has been a companion and fellow of miscalled politicians, holding the base creed, that offices made for our country's advantage are the legitimate pay of successful, because unscrupulous, conspirators, until he has 'quite lost the divine quality of his first being,' may sneer at patriotism as a profligate does at conscience, or a wanton at modesty; but a little child, whose heart leaps at the word *home*, can lead us to a purer, more generous, uplifting, more philosophical sentiment.

"Love to all men is, indeed, the law of Christianity. God, 'who hath made of one blood all the nations of earth, for to dwell together on the face of the whole earth,' never meant that the brotherhood should be broken by territorial boundaries, or limited by expedients of trade. Yet none, but those who have gone mad upon remote generalisms and unities, will deny that kindred, vicinage and organized reciprocity impose peculiar obligations. The maxim, that 'charity begins at home,' though much abused, is true. While God is the great object of all obedience, each man is made the centre of his human relations. His regard for himself is the inspired rule and measure of the regard due from him to his fellows. Next to himself is his household, then the immediate community, in which he lives, then his country, then the world. Genuine benevolence is systematically expansive. It is educated in the family for the state, in the state for mankind. A disobedient child will not make a good citizen, nor one unfaithful to his countrymen a philanthropist. These affections are concentric circles, described by the hand of the All-Wise around the heart; nor is it possible for our love to reach the outer, but by overflowing the inner. Hence the mistake of the illogical communist is apparent, when to realize the idea, truthful in itself, of a universal family, he would destroy the germ from which the grand sociality must spring, and, with it, the household dependencies that teach a mutual well-being; the household needs that urge a combination of effort. We sympathize with him in his aim, but we deny the wisdom of his process.

"For the very reason that these affections are concentric, they never clash. The Divine law, which assumes it to be right that a man should love himself because he is, under God, the guardian of his own welfare, enjoins upon him love for his neighbour; and, as the same authority requires his care for those to whom he is more immediately related in his own house, so should he care for his country, which is an enlargement of his home, and for the world, which is the common home of his heavenly Father's human family. But, as self-love becomes sinful selfishness when it prompts a man to war against, or even neglect, his neighbour's good, so does love of country become a vice when it seeks national aggrandizement by injury done the people of other lands. The same rule that measures duty between man and man is equally applicable to nations. As an individual is dependent upon his neighbour as a community is prosperous through a distribution of labor and a reciprocity of benefits, so must internal exchanges be for the good of each and of all; and, since it is a law of retributive providence, political science should adopt as an axiom, 'The liberal deviseth liberal things, and by liberal things shall he stand.'"

N. Y. STATE LEGISLATION ON COMMON SCHOOLS.

On the forty-second page of this number will be found the Report of a Select Committee and Draft of Bill submitted to the Senate of the State of New-York for the amendment of the Common School Law, and providing for the thorough carrying out of the *Free School system*, which, it will be seen, has been established by the vote of fifty-five counties against four.

In the Report and Bill referred to, three things are worthy of special notice. 1. Requiring that schools should be kept open by

qualified teachers *eight months* instead of *four* in each year, in order to be entitled to a share of the School Fund. 2. Requiring County Councils or Boards to raise *twice* the amount of the State appropriation as a condition of receiving it. 3. The abolition of the office of Town (our Township) Superintendent, and the restoration of the office of County Superintendent, to be elected in each Assembly District (analogous to our Canadian County or Riding) for three years at a time, with a fixed annual salary of \$500.

It will thus be seen that our New-York neighbours look upon the past progress of their School System as the starting point of future improvement; that the State Superintendent, as a part of the duties of his office, points out the defects of the School Law and submits the proper remedies, and the Legislature attentively considers his recommendations; that the whole subject is considered in the Legislature without reference to individuals, sects or parties, but simply with the view of educating and elevating the entire population of the State. It will also be observed, that no part of the School Fund is expended except on the condition of local effort; that local effort is the grand agency of the system, and that the School Fund is the instrument of developing and strengthening that agency. The Head of the Department guards the School Fund against every perversion or abuse, sees to its faithful application according to the provisions of the law, watches over the training of teachers, and imparts to all parties concerned in the administration of the School System, the results of his inquiries, observations and experience for the increased efficiency of the Schools and the diffusion of useful knowledge. But, as the State Superintendent in his last Report expresses it, "*It remains that the efficient co-operation of the inhabitants and officers of the several School districts be secured in carrying into practical effect the provisions of the system, to diffuse throughout every section of the State the inestimable blessings of a sound, mental and moral education.*"

We hope and trust that the same spirit which prevails in maturing the School System in the State of New-York, will prevail in placing the Canadian School System on a broad and permanent foundation, and in providing for each child in the land the divine birth-right of "a sound mental and moral education." On the true principle of a system for attaining this object, we again adopt the words of the Report just quoted:

"Every child between the ages of five and twenty-one, residing in the State, is entitled to free and gratuitous education in the common schools, now established, or which may hereafter be established in pursuance of law: and the expense of such education, beyond the annual appropriations from the revenues of the Common School Fund, and the amount required by law to be raised by the respective boards of supervisors, upon the taxable property of the several towns and counties of the State, is to be provided by taxation upon the real personal estate for the inhabitants of the respective school districts. Whatever differences of opinion may exist in reference to the particular mode of levying the tax thus authorized for the universal and free education of the youth of the State, the great principle that elementary instruction in our public schools shall, from henceforth, be free to all, without discrimination or restriction, has been definitely settled, and may be regarded as beyond the reach of controversy. The current of public opinion has long been tending towards this point: and in various sections of the State including most of the cities and several of the larger villages, ample provisions have at different periods, been made for the free and gratuitous education of the young. Wherever the system has been put in operation, its results have signally vindicated the enlightened policy by which it was dictated, and gladdened the hearts and excited the highest hopes of the philanthropist, the statesman, and the Christian."

THE AIM OF A GOOD TEACHER.—Dr. NOTT, the venerable President of Union College, Schenectady, has remarked—"If I can induce a boy to *think*, I feel assured he will ere long become a man."

IN THE SENATE, STATE OF NEW-YORK, FEB. 1, 1850.

REPORT OF THE COMMITTEE ON LITERATURE, IN RELATION TO PETITIONS FOR AMENDMENTS TO THE ACT ESTABLISHING FREE SCHOOLS THROUGHOUT THE STATE.

The committee on literature, to which was referred various petitions, praying for amendments to the act establishing free schools throughout the State, passed March 26, 1849,

REPORT,

That it is evident from the memorials submitted to them that the present laws require, in some particulars, a careful revision to make them accomplish fully the ends of their enactment.

The complaint of a meeting of citizens of Orange county "that the school laws of this State, by repeated alterations and amendments have become voluminous and complicated almost beyond comprehension, so much so as to require radically revising, simplifying and abridging," is by no means unjust; and as the first step towards the permanent establishment of the free school system, this committee recommend a revision and simplification of the school laws by the Secretary of State.

It has become apparent, however, that much of the opposition to the new school law has arisen from a reluctance on the part of the tax-payers to vote the necessary money for the due maintenance of the free schools. Some districts have even voted to diminish the number of months during which their schools shall be kept open from eight months to four, content to give their children half the teaching which the law intended, rather than submit to the smallest tax.

Rate bills are still regarded with favor, because they fall, not upon the property of a district, but upon the parents who have children to send to school. Many parents, however, under the old system, kept their children at home, because they could not afford to pay, and because they were not willing to confess the pauperism which alone entitled them to free schooling. *It should be the aim of the State to make admission to its schools the absolute right of the child of every citizen, a right which it shall be no meanness in the rich man to enjoy, nor degradation to the poor man to claim.*

By the ninth article of the constitution provision is made for the annual addition of \$25,000 to the capital of the Common School Fund. The revenues of the canals will soon allow a portion to be devoted to the support of schools, beyond what is required for interest, repairs and accumulation. The rate bills for 1847 amounted to \$499,696.63; and we have therefore to provide for raising a similar amount, which lessens every year until our School Fund becomes large enough to support the schools out of its incomes, without resort to taxation. *The Governor of this State again recommends the restoration of the office of County Superintendent, which he had advised in his message of last year.*

In his annual report for 1849, the State Superintendent presented strong testimony to show that the office of County Superintendent had been unwisely dispensed with. His predecessors, without exception, disapproved of the abolition of the office, and were right in insisting that such an officer is needed, as the medium of communication between the department and the 900 towns and 11,000 school districts under his care. "The territory is too large," says the State Superintendent, "its subdivisions too many, its relations too diverse, the local officers too numerous, and the interval between the department and them too wide to permit that actual and minute supervision which is necessary to an efficient administration of the school laws."

The chief objection in the minds of those unacquainted with the subject to the plan proposed by the State Superintendent, was probably the expense. By the present system, the nine hundred town superintendents, at a compensation averaging \$76 a year each, cost the State \$67,500; or to be accurate, as the number of towns in 1847 was 873, the cost was \$65,475. Deducting from the 128 Assembly districts those embraced within cities having Boards of Education or city superintendents in the way proposed by the Secretary of State, and set forth in the act herewith submitted to the Senate. At \$500 each, the cost would be put £50,000, a positive saving of more than \$15,000, while the system would give to the schools the constant supervision of competent men, paid for their whole time, and proud of an honorable office. The benefits of such a change cannot be easily overrated. The vast

array of school districts spread all over the State would be quickened into rivalry and good discipline. Reports would be more readily and correctly returned to the Department of State, and new energy everywhere infused. The present organization is like that of an army without officers between the corporal and the staff, its regiments without colonels, its companies without captains. This would be deemed but a sorry simplification of the art of war; yet almost such is the condition of our school system. *This Committee, therefore, recommend that the suggestions of the State Superintendent, confirmed by another year's experience, be favourably considered and acted upon.*

The objection to restoring the office of County Superintendent is simply that a county is often too large to permit the proper care of all its schools by one person. Assembly districts furnish more convenient divisions of territory.

The free school law has received a very large majority of the votes cast in this State in its favor. *Fifty-five counties have voted for the law, and only four against it.* Such an expression of the public will is not to be disregarded.

Thoroughly persuaded that free education is of the last importance to the welfare of the State, the committee on literature do not hesitate to recommend that the full provision by towns or districts according to law, for the maintenance of free schools, during at least eight months of the year, shall be the condition on which, and on which *only* they shall receive any portion of the public school fund.

The benefits of free education are not now for the first time to be doubted. Nothing valuable comes without toil and cost. Our hopes of political freedom, of personal security, of unforced conscience, all hold by the anchor of faith in the intelligence of the people. France has the opportunity of freedom, but not the people of which freemen are made; nor the schools which rear good citizens.

The day is coming, we already see its dawning in our own State, when education shall be by all held as necessary as food; and whenever the reign of peace on earth shall begin, with the sword will also be laid aside the shackles of the convict, and our prisons shall be turned into colleges and free schools. At present we have but the alternative between prisons and schools; between a people educated, self-respecting, self-restraining, or an unreasoning populace, ignorant of the history of the past or of the learning of the present, ever ready to become the tools of a demagogue and to set over again the massacre of St. Bartholemew, or the Reign of Terror.

Already the farmer is exposed to the midnight murderer, who, (as has just occurred in New Jersey,) climbs by an upper window into his house, and slaughters wife and husband in their bed-chamber. That murderer was an untaught stranger, who came, unblest by a free school, to our shores, and revenged himself upon a prosperity he envied, by robbery and outrage. Almost three hundred thousand strangers, like him untaught in such schools as ours, land every year at the single port of New-York. Shall we not protect ourselves against their children, if we cannot against them? Between the standing army of school-masters, and the armed police; between the spelling book and the bayonet, there is no difficulty now in choosing. Let us seize the opportunity; let us insist upon upholding our schools, and New-York will sustain as proud a reputation for the best free education, as she now does for the best system of prison discipline.

The committee submit to the Senate the following Act, prepared under the direction of the State Superintendent of Common Schools.

All which is respectfully submitted.

JAMES W. BEEKMAN,
SAMUEL MILLER.

AN ACT

FURTHER TO AMEND THE ACT ESTABLISHING FREE SCHOOLS THROUGHOUT THE STATE, PASSED MARCH 26, 1849.

The People of the State of New-York, represented in Senate and Assembly, do enact as follows:—

§ 1. The second section of the act entitled "An act establishing free schools throughout the State," is hereby amended so as to read as follows:

§ 2. It shall be the duty of the several boards of supervisors, at their annual meetings, or at any special meeting duly convened (in pursuance of law,) to cause to be levied and collected from their respective counties, in the same manner as county taxes, a sum equal to

twice the amount of State school moneys apportioned to such counties, and to apportion the same among the towns and cities in the same manner as the moneys received from the State are apportioned. They shall also cause to be levied and collected from each of the towns in their respective counties, in the same manner as other town taxes, a sum equal to the amount of State school moneys apportioned to said towns respectively, (and such further sum as the electors of each town shall have directed to be raised, at their annual town meeting, in pursuance of law.)

§ 2. The sixth section of the act aforesaid is hereby amended so as to read as follows :

§ 6. When the said voters of any district at their annual meeting, (or at a special meeting called for that purpose in pursuance of law,) shall refuse or neglect to raise by tax a sum of money, which added (to the sum apportioned to said district by the State,) and the money raised by the board of supervisors, under the second section of this act, will support a school in said district for at least eight months in a year, keep the school-house in proper repair, and furnish the necessary fuel, then it shall be the duty of said trustees to repair the school house, purchase the necessary fuel, and employ a teacher, or teachers, for eight months, and the whole expense shall be levied and collected in the manner provided in the third section of this act; and no district so refusing or neglecting to make provision as required by this act, for the proper support of a school for at least eight months in a year, shall receive any share of the public money.

§ 3. The Comptroller is hereby authorized to loan from the Common School Fund to the supervisors of any county in which the amount required by the second section of the act hereby amended shall not have been raised, a sum equal to such amount, on the production of a certified copy of the resolution of such board to apply for such loan : And it shall be the duty of such board, at its first annual session thereafter, to levy and collect upon the taxable property of the county, in the same manner as other county taxes are levied and collected, an amount sufficient to repay said loan, with interest, and when collected it shall be the duty of the county treasurer to pay over the same to the Comptroller ; but such towns or districts in said county as shall have duly raised their share of the amount required by law, shall not be subject to the levy and collection of the county tax as hereinbefore provided.

§ 4. The omission of the board of supervisors of any county to raise the additional amount required by the second section of the act hereby amended, at their last annual meeting, or to direct the loan hereinbefore provided for, to be made, shall not be construed in any manner to affect or invalidate the duties and powers conferred and imposed upon the trustees and inhabitants of the several school districts by the third and succeeding sections of said act : And all proceedings heretofore had in the several districts, under and in pursuance of the sections aforesaid, are hereby confirmed.

§ 5. The office of town superintendent is hereby abolished on and after the first Monday of November next.

§ 6. There shall in each Assembly district, except in those cities or villages which now have, or shall hereafter have, a city superintendent or board of education, a superintendent called the Assembly superintendent ; he shall be elected by the people, and shall hold his office for three years. He shall receive an annual salary of \$500, one-half of which shall be a county charge, and the other half shall be paid from the unappropriated revenue of the Common School Fund. He shall perform all the duties now required by the law from the town superintendent, except the receipt and disbursement of moneys.

§ 7. It shall be the duty of the supervisor of each town to receive and disburse the school monies belonging to his town.

§ 8. Assembly superintendents shall have appellate jurisdiction over all school district controversies, subject to review by the State Superintendent.

§ 9. The tax list and warrant for the collection of the respective amounts required to be raised under this act by the inhabitants or trustees of the several districts, shall be made out and delivered to the collector within thirty days after the expiration of the respective terms of school provided for, and shall embrace only such portions of the amount so raised as are required to meet the actual expenses of such terms. When collected it shall be the duty of the collector to pay over such portion of the moneys raised as may be applicable to the payment of teachers' wages, to the town superintendent of

the town in which the school-house of the district is situated, subject to the order of a majority of the trustees in favor of such duly qualified teacher as may have been employed by them ; and the residue of the amount so raised shall be paid over to the trustees, to be by them expended in pursuance of the vote of the district, or for the purposes specified in this act.

§ 10. Section 16 of chap. 382 of the Laws of 1849, is hereby so amended as to read as follows :

§ 16. Sections fifteen, eighty-three, one hundred and six, one hundred and seven, and one hundred and eight, of chapter four hundred and eighty, Laws of eighteen hundred and forty-seven, and section three, chapter two hundred and fifty-eight, Laws of eighteen hundred and forty-seven, are hereby repealed."

§ 11. It shall be the duty of the Superintendent of Common Schools to cause to be prepared, published and forwarded to the officers of the several school districts of the State, and to each town clerk, and to each county clerk, a copy of the Revised Statutes relating to common schools, as amended by the several acts subsequently passed, with such digest, forms, instructions, and expositions as he may deem expedient, for the use of the inhabitants and officers of the several districts, counties, and towns aforesaid.

§ 12. All acts and parts of acts inconsistent with the provisions of this act are hereby repealed.

§ 13. This act shall take effect immediately.

LEGISLATIVE APPROPRIATIONS TO COLLEGES
IN THE STATE OF NEW YORK.

Geneva College, (Episcopal) for	1848.	\$3,000
Appropriated for ditto	1849.	3,000
University of New York,	1848.	3,000
Appropriated for ditto	1849.	3,000
Madison University,	1848.	3,000
Appropriated for ditto	1849.	3,000
Hamilton College, (Baptist).	1849.	3,000
Appropriated for ditto	1849.	3,000
St. John's College, appropriated (R. Cath.)	1849.	3,000
Genesee Wesleyan Academy,	1848.	2,300
Appropriated for ditto	1849.	2,300

REGENTS OF THE UNIVERSITY IN THE STATE OF
NEW YORK.

In compliance with the provisions of the 5th section of the Act entitled "An Act appropriating the Revenues of the Literature and United States Deposit Fund," passed April 10, 1849, the Regents of the University, on the 28th day of February, 1850, appropriated to the several Academies herein after named the sum of money set opposite to their respective names, for the purchase of books and apparatus ; an equal amount having been raised by each of said Academies, from sources independent of their corporate funds, for the same purpose :—

Brockport Col. Ins.	\$240 00	Manlius	\$25 00
Brookfield	27 00	Red Creek Union	45 00
Cherry Valley	250 00	Rensselaer Ins.	250 00
Clinton Liberal Ins.	250 00	Rome	250 00
Delaware	250 00	Springville	128 00
East Bloomfield	50 00	Stillwater	100 00
Elmira	56 19	Union Literary Society	250 00
Valley Seminary	50 00	Yates	75 00
Greenville	7 50		
Kingsborough	12 28	Total	\$2,285 95
Lowville	100 00		

By order of the Regents of the University.
T. ROMEYN BECK, Secretary.

ORDINANCE OF THE REGENTS, Passed, Feb. 28, 1849.—Every Academy to whom money shall be granted for the purchase of books and apparatus, is hereby required to report to the Regents, in its next annual report presented after said grant, the full and complete expenditures of all moneys, both raised and granted, for the above purpose ; and, until they do so account, the Regents will withhold the amount unaccounted for, from the respective share of each Academy, in the distribution of the revenue of the Literature and United States Deposit Funds.

(A true copy.)

T. R. B.

Educational Intelligence.

UPPER CANADA.

Victoria District Common Schools, 1849.—Compiled from the Report of the District to the Chief Superintendent:—No. of Schools, 112; average time open by qualified Teachers, 8½ months each; amount paid Teachers, £2,580 18s. 0½d.; No. of Pupils, 4,595—of boys, 2,523—of girls, 2,072; average attendance of pupils, in summer, 2,591—of boys, 1,374—of girls, 1,217; in winter, 2,757—of boys, 1,598—of girls, 1,159; No. of Children of School age, 8,844; Common School Libraries, 3; Vols. therein, 225; Sunday School do., 17; Vols. therein, 1,636; Public do., 2; Vols. therein, 200; total libraries, 22; total Vols. therein, 2,361; School visits by Supt., 133; by Clergymen, 49; by Councillors, 26; by Magistrates, 40; other visits, 358; total visits, 605. No Superior or Private Schools reported. The Superintendent remarks:—“Upon comparing the present with last year's Report, you will observe a very great improvement; for though the School population has increased only about five per cent. the number of scholars in attendance exceeds *twelve and a half* per cent.; and the increase in the use of the National books is many hundred per cent. Wherever the Trustees are fortunate enough to procure a Normal School Teacher, or one having a knowledge of the system pursued at the Normal School, we see great energy and a spirit of emulation infused among the scholars, conducing greatly to their happiness, and the Schools are consequently well filled and regularly attended. The value of the Normal Institution is beyond all price; and if you never did any other good in the world as a public man than establish that school, and place it upon its present most effective position, you would deserve the lasting gratitude of your fellow-countrymen. The old Act is infinitely superior to the Common School Act of last Session, and was becoming well understood and very popular where the County Superintendents were zealous and efficient. It required very few amendments.”

Brock District Common Schools.—Errata in last month's summary, page 28: For “Grammar Schools,” &c., read, Grammar Schools, 1; Pupils therein, 40; Private Schools, 3; Pupils, 75; total Grammar Schools, &c., 4; Pupils therein, 125; total Educational Establishments, 140; total Pupils therein, 6,913. Average attendance at the Common Schools, in summer, 3,245—of boys, 1,715—of girls, 1,530; in winter, 3,239—of boys, 1,962—of girls, 1,277.

Mount Elgin Industrial Indian School.—We are happy to say that the buildings have been completed and considerable improvements made on the farm. The building and appurtenances will cost from twelve to £1500, and will be capable of affording accommodation for a large number of Indian youths, who will be taught in the School, the various branches of an English education, and upon the farm the practical parts of agriculture. The farm consists of 200 acres. About the middle of May the School will be formally opened.—[Christian Guardian, 20th March.

Industrial Indian School at Altwick.—The Industrial School at Alderville is in successful operation. About sixty Indian boys and girls are being taught. Certain hours each day are spent in the school, and other hours are spent by the boys on the farm, while the Indian girls spend an equal number of hours in acquiring a knowledge of domestic economy.—[Ibid.

The New School House, Town of Brantford, was opened on Monday last for the reception of pupils. A large number of pupils was received, and short addresses delivered by Dr. Digby and others. We learn that a more formal opening will take place at some period in the next week, when D. Thorburn, Esq., the Rev. Dr. Ryerson, Pat. Thornton, Esq., and several other gentlemen from the neighbouring towns, are expected to be present, and take part in the proceedings.—[Herald, 6th March.

J. L. Hughes, Esq., late Second Master of the Colborne District Grammar School, has been appointed Head Master of the Brantford School. The Peterboro' Weekly Despatch observes:—“We sincerely participate in the regret felt by almost every one in this town, interested in the cause of education, that the means at the disposal of the Trustees are too limited to enable them to offer such inducements to Mr. Hughes as would justify him in declining the liberal offer, he has received from Brantford.—He will take with him, when he leaves Peterborough, the good wishes of many warm friends, and the grateful regards of all the youth whom he has had under his care. Many too who have known Mr. Hughes, in other capacities—as an active and able Magistrate, and as a most efficient and laborious member of the late District Council, in which he held a seat from its first organization, till within the last year, will deplore the loss of a prominent and useful member of our community.”

The Opening of a New School in Brantford.—The new School, according to announcement, was opened on Thursday last. The

Rev. Egerton Ryerson, Superintendent of Education, who was expected on the occasion to address the meeting, was unavoidably detained; but an able substitute was found in his stead in the person of John Willson, Esq., M. P. P., of London, who delivered an excellent address on Education. Mr. W. is a clear, distinct speaker, very happy in his address, and commands the attention of his hearers. David Thorburn, Esq., P. Thornton, Esq., the Rev. Messrs. Winterbotham, Lightbody, Byrne, and others, addressed the meeting effectively, with speeches replete with interest. P. C. Vanbroeklin, Esq., our worthy Mayor, presided as Chairman, and discharged the duties which devolved upon him in a highly creditable manner. The School room, (sufficient to hold, we should suppose, three hundred children) was crowded with a respectable and attentive audience. We were pleased to see such a large number of children present, and we trust the advice directed to them by Mr. Willson and others for their guidance, may not be lost; but that they will treasure it up, and act upon it, and in after life they will have no reason to regret that they have followed their advice. Obedience is the great thing! Unless a boy is obedient to his teachers and parents he need never expect to do any good in after life. On this his future welfare mainly depends. The edifice is large, and neatly constructed, and reflects much credit on the builder, Mr. Mellish. It is an ornament to that part of the Town in which it is placed.—[Courier, March 16th.—[On Friday evening the Chief Superintendent of Schools also delivered an address on Education in Brantford.]

Schoolmasters' Meetings, Gore District.—At an adjourned meeting of the Teachers in the Gore District, held in the City of Hamilton on the 2nd ult., Resolutions to the following effect were passed:—That the Schools in Cities and Towns should be conducted as provided for by the Cities and Towns School Act which was so unceremoniously repealed last Session. That Trustees should be empowered to provide for the entire of the Teacher's Salary (including the public money) either by fees or rate bill quarterly: That rural Trustees be invested with similar powers, adding “voluntary subscriptions” to their means of raising the balance of the Teachers' salary: That Superintendents be selected by Township Councils from “persons who are, or have been, practically engaged in teaching”: That Superintendents alone should grant Certificates: That Trustees should be personally liable, should they neglect to provide legally for the Teacher's salary: That the people, not Trustees, have power to dismiss a Teacher for any cause whatever: That Schools should be publicly examined half yearly: That the Provincial Board of Education should be composed in part of practical Teachers: That no alien be a Teacher: That separate Schools be not public Schools: That a Normal School is expedient; and that information which has already appeared in this journal “be disseminated.” A meeting of Teachers was also held in Dumfries, at which Resolutions very similar to the foregoing were passed.—[Condensed.

Free Schools, Town of London.—The School Trustees of this town were induced to appeal to the inhabitants for an expression of opinion in regard to the course to be pursued towards the maintenance of the School recently established here. Meetings were held in the different Wards for that purpose, on Tuesday evening last. In St. Patrick's Ward a motion for taxing the inhabitants to support the School, and rendering it free to all, was passed by a large majority. At St. Andrew's the following was passed by a large majority:—“That all persons on the Assessment Roll for this Ward ought to be taxed to support the Common Schools of this Town, as Free Schools.” The views expressed at the meetings in the other Wards were much the same as the foregoing.—[Times and Free Press, 7th and 8th March.

Ingersoll Grammar School.—The Board of Trustees have appointed Mr. O. Bartley of Woodstock, as Teacher of this School. He is an excellent classical and mathematical scholar.—[British American, 9th March.

University of Toronto.—At an open meeting of the Convocation on the 23rd inst., the Hon. Chief Justice Macaulay was elected Chancellor, but refused to act, Mr. L. W. Smith, B. C. L., Pro-Vice Chancellor, and Geo. Crookshank, Esq., Member of the Caput. The several Faculties of the University have elected the following Deans:—Faculty of Arts: Rev. Dr. Beaven; Law, S. Connor, Esq., LL. D.; Medicine, Dr. Nichol.

Common Schools, City of Toronto.—The Board of Trustees of Common Schools in this City, have issued a tariff of charges for pupils, for the present year, varying from 3s. 9d. to 6s. 3d. per quarter; they have been compelled to adopt this course under existing circumstances, but, we regret to hear, a very great falling off in attendance is anticipated in consequence, particularly among the poorer children.—[Patriot.

Average Attendance of Pupils in the Cities, Towns and Districts, omitted last month :

	In Summer.			In Winter.		
	Pupils.	Boys.	Girls.	Pupils.	Boys.	Girls.
City of Kingston.	753	447	306	581	311	270
City of Hamilton.	356	248	108	361	261	100
Town of Belleville.	229	129	100	227	128	99
Town of Cobourg.	248	172	76	246	178	68
Town of Brantford.	105	63	42	105	70	35
Talbot District.	2,374	1,213	1,167	2,504	1,442	1,062
Johnstown District.	4,724	2,489	2,235	5,161	2,989	2,172
Ottawa District.	984	528	456	1,095	613	482
Dalhousie District.	1,808	925	883	2,237	1,254	983
Bathurst District.	2,306	1,399	1,107	2,670	1,563	1,107

Church University.—Up to the 23rd inst. the subscriptions to this proposed Institution, in Money, Land, and Building Society Stock, amounted to £15,212 7s. 6d., and 2,201 acres of Land not valued.

Common Schools, Newfoundland.—The Lieut. Governor in his speech, at the recent opening of the Legislature remarks : "As the Education Act will expire at the close of the present Session, the state of Education in the Colony will necessarily engage your attention. From the reports received of the condition of many of the Schools, a more efficient system of instruction is urgently required. Although our financial condition will not, I regret to say, admit of any increase being made to the present grant, yet the system is susceptible of much improvement; and I hope the Session will not be allowed to pass without the adoption of some measure that will secure a more effective superintendence of the Schools generally throughout the Colony."

BRITISH AND FOREIGN.

Education in England.—There are now in England alone 260 mechanics' institutions in active operation, besides about 400 which were in abeyance on account of the state of trade in some districts. In these 260 institutions, the average number of members is 222½—the total number of persons receiving education from them being 58,106. There are also about fifty smaller institutions, furnishing some lectures and libraries, averaging about 150 members each, the total number altogether being 65,609.—[Liverpool Albion.

New Law Regulating Common Schools in France.—The following are its principal provisions :—

Art. 1. Primary instruction in each department is specially placed under the surveillance of the prefects.

Art. 2. The communal teachers shall be named by the Committee d'Arrondissement, and chosen by it, either among the laity, or among the members of religious associations devoted to instruction, and recognized by the State, the Committee conforming itself, relative to that choice, to the wishes expressed by the Municipal Council who may indicate its candidates; but the committee can make its choice among others than the candidates so proposed by the Council. The Teachers may also be chosen for Schools not belonging to the recognized catholic worship, from the lists presented by the Protestant and Israelite Consistories.

Art. 3. In the case provided for by Art. 23 of the law of June 22, 1833, the prefect may reprimand, suspend, or dismiss teachers. He may dismiss them in a council of Prefecture, after having taken the opinion of the Committee of Arrondissement, the Teacher so dismissed having a right to appeal to the Minister of Public Instruction in the Council of the University. The Committee must give its opinion within ten days.

Art. 4. A teacher who is dismissed cannot continue to exercise his functions during the proceedings of his appeal. Suspension can be pronounced by the Prefect with or without privation. The duration of the suspension cannot exceed six months.

Art. 5. No Teacher, when dismissed, can open a private school in the commune in which he had exercised the function from which he has been removed, nor can he be a communal teacher in the same department.

The operation of the Bill is limited to six months.

Another Colonial University.—Measures are in progress for the establishment of a University at Sydney, New South Wales. The Legislature have resolved to appropriate £5000 a year to this object, and £30,000 for buildings. The Principal is to be Professor of Classics and Mathematics, with a salary of £800 a year. There will also be Professors of Chemistry (salary, £400,) Natural History (salary, £400,) Experimental Philosophy and Civil Engineering (salary, £400,) and Anatomy, Physiology, and Medicine, salary, £300. This is for a beginning: Professor in History and other departments will be hereafter appointed. Each Professor is to have an allowance of £100 for his passage from England and £100 a year for his house rent, till accommodations are provided in the University

buildings. The Professors are also to receive the fees from the students, an arrangement which, it is believed, will operate as a useful stimulus to exertion.—[Colonist.

UNITED STATES.

Colleges, Academies and Schools in the United States.—There are 120 Colleges, containing 917 teachers and 10,672 Students; 42 theological seminaries, with 118 teachers and 1,315 students; 12 law schools, with 23 teachers and 434 students; 35 medical schools with 230 teachers, and 4,554 students; making a total of 209 colleges and professional schools, 1,239 teachers, and 16,965 students; that is supposing the population of the U. S. to be 24,000,000, one student in the higher institutions to every 1,413 inhabitants. Of these higher institutions 32 are in New England, and 2,299 of the students; which is about one student to every 791 inhabitants. In Massachusetts alone there are 1,163 academies, with 21,078 students, and supported at an annual expense of \$307,157. In New Hampshire, Vermont, Massachusetts, Connecticut, New York and Pennsylvania, there are 31,322 Common Schools, containing 1,652,347 scholars, out of a population (in 1840) of 5,777,153, and supported at an annual expense of \$2,257,448 97.—[Boston Correspondent of the Montreal Witness, 8th March, 1850.

N. Y. State Normal School.—The Annual Report of the Executive Committee of the State Normal School is an interesting document. It is the first since the completion of the new building, which, besides the dwelling of the principal, contains 17 large rooms. It is the most spacious and best arranged establishment in the Union.—It cost \$28,500. The following table will show the number of pupils in each term, and also the number and sex of the graduates :—

Term.	Students.	Male.	Female.	Total.
First 1st term	98	—	—	—
2nd do	185	29	5	34
Second 3rd do	197	32	15	47
Year 4th do	205	37	26	63
Third 5th do	178	27	19	46
Year 6th do	231	37	25	62
Fourth 7th do	198	25	25	50
Year 8th do	208	17	29	46
Fifth 9th do	175	22	21	43
Year 10th do	196	19	18	37
	1,861	245	183	428

The whole number of pupils who have enjoyed the advantages of the school, for a longer or shorter period, is, 1,180.—[Albany Journal.

Regents of the University of the State of New York.—The Regents have appropriated \$2,385 95 to sundry Academies for the purchase of books, and \$40,000 of the income of the literature fund to the several Academies entitled to participate therein. Among the number are the following :—

Amenia Seminary.....	\$498 94	Newburg do.....	\$152 61
Deaf and Dumb in N. Y....	537 69	New York Free do.....	469 90
Erasmus Hall.....	128 39	Oneida Conference Seminy	634 56
Genesee Wesleyan Semin..	959 14	Ontario Female School....	446 10
Genesee and Wyoming Sem.	314 88	Poughkeepsie Female do....	208 31
Gouverneur Wesleyan Sem'y	452 95	Rhinebeck School.....	205 89
Grammar School of Columbia	477 18	Rutgers' Female Institution	658 96
College.....	477 18	Sag Harbor Institute.....	26 67
Grammar School University	261 60	Schenectady Lyceum and	518 32
College of New York.....	247 06	Academy.....	540 11
Hobart Hall Institute.....	501 36	Troy Female Seminary.....	387 55
Le Roy Female Seminary..	101 73	Utica Female do.....	
Mount Pleasant School....			

Education in Syracuse, N. Y.—The resources of the Syracuse Board of Education for the year were \$15,628; the expenditures \$10,631; the remaining indebtedness, \$2,181. The average attendance of scholars during the last month has been 1,573, the school houses being inconveniently crowded. There are 2,011 children in the city for whom no school accommodation is provided.

Governmental Visitation of Schools in Massachusetts.—The following resolution was recently passed by the Massachusetts House of Representatives :—Resolved,—That the Board of Education be, and they are, hereby authorized to appoint two or more suitable agents to visit the Town and School districts, in such parts of the Commonwealth as may seem expedient to the Board, for the purpose of inquiring into the condition of the Schools, lecturing upon subjects connected with education, and in general of giving and receiving information, in the same manner as the secretary of the Board would do if he were present; and that to defray the expenses of the same, His Excellency the Governor, with the advice of the Council, is authorized to draw his warrant for a sum not exceeding two thousand dollars, to be charged upon the income of the school fund.

Literary and Scientific Intelligence.

Construction of the Niagara Suspension Bridge.—The following interesting account of the first steps taken for the construction of the temporary bridge across the Falls of Niagara is given in the Rochester *Daily Advertiser* :—

"Early in the spring of 1847, while at dinner in the Eagle Hotel, in the village of Niagara Falls, there were present Charles Ellet, Jr., the engineer of the bridge, the writer, and several other gentlemen, when the subject came up how the first wire was to be got over the river. One proposed a bombshell—another a small boat to take a line across; another would throw a bombshell over, with a cord attached to it, and several other equally practicable projects were advanced: when Mr. Ellet himself suggested the use of a rocket, by which he suggested to throw his first line across the gulf. This seeming to be the end of propositions, a gentleman named Fisk, addressing Mr. Ellet, said, 'with your leave, and a promise not to ridicule the idea, if it would prove a failure, I will, in a more simple and cheaper mode, attempt to get a line across the gulf.' This being agreed to, those present desired to know what method he should pursue to get a line across. 'Well, gentlemen, I have not the least objection to tell you all about it, provided you adhere to the promised condition, not to laugh at me. Now, gentlemen, says Mr. Fisk, my plan, and the instrument used, will be the same kind used by Franklin to draw lightning from the clouds: an instrument that any ingenious schoolboy can make in an hour—a kite.' Mr. Ellet remarked he did not see why it would not succeed, and gave his consent to have it tried. Mr. Fisk then called upon an intelligent boy named Walsh, who soon had a kite constructed, and on a second trial threw a line across, making it fast on the opposite side, by doubling which a small rope was drawn over, and in six or seven doubles strength sufficient was acquired to take over the first small cable of thirty-six wires. This was the one used to pass Mr. Ellet over in his little iron car, and next, himself and lady, and many others passed over on this slight fixture. Since which the present structure has been reared, resting on wooden towers, 50 feet high, over which pass 14 cables, of the following dimensions, viz.: five of 36 wires each, five of 72, one of 125, and three of 150 wires—1,115 in all. From these is the bridge suspended, which is capable of sustaining a weight of nearly 1,000 tons; and so slight in its appearance to strangers, that some will not pass it, through fear of its instability, yet heavy teams pass it; five at one time were on it, and many droves of cattle also have passed it. It is now perfectly safe as a common thoroughfare; but will all give way to one of the grandest structures in the world, as soon as it is required for railroad purposes, for which, from the exertions now made by the directors and people on both sides, it seems likely to be required within a year or two. The railroad structure will require 16 cables of 600 wires each, all laid straight—not twisted, as some have it—but wound with small wire, and when completed, with its massive stone towers, will sustain a weight of more than 6,000 tons beyond its own weight; a structure worthy, as one of art, to stand by the side of nature's grandest—the Falls of Niagara. For this, and other improvements, contemplated or finished, are the public indebted to the Hon. Chas. B. Stuart.

Origin of Literary Degrees.—The practice of conferring the honours of literary institutions on individuals of distinguished erudition, commenced in the twelfth century, when the Emperor Lothair, having found in Italy a copy of the Roman law, ordained that it should be publicly expounded in the schools: and that he might give encouragement to the study he further ordered that the public professors of this law should be dignified with the title of Doctors. The first person created a doctor, after this ordinance of the Emperor, was Bulgarius Hugolinus, who was greatly distinguished for his learning and literary labors. Not long afterwards, the practice of creating doctors was borrowed from the lawyers by divines also, who in their schools publicly taught divinity, and conferred degrees upon those who had made great proficiency in science. The plan of conferring degrees in divinity, was first adopted in the Universities of Bologna, Oxford, and Paris. [See Mather's *Magnalia Christi Americana*, B. IV. p. 134.] It is remarkable that the celebrated Dr. Samuel Johnson when he had become eminent in literature, could not obtain the degree of Master of Arts, from Trinity College, Dublin, though powerful interests were made in his behalf for this purpose, by Mr. Pope, Lord Gower, and others. Instances of the failure of similar applications, made in favour of characters still more distinguished than Johnson then was, are also on record. So cautious and reserved were literary institutions, a little more than half-a-century ago, in bestowing their honors!

New Uses of Electricity.—Dr. Wall, of London, has discovered and patented a process for manufacturing steel and iron through the agency of electricity, which promises to cheapen immensely the cost of their production, and at the same time improve the quality of the metal. It has

been tested at several of the leading iron furnaces of Maryland and Virginia, with the most satisfactory results. It is said electricity will revive persons who have taken too much chloroform.

Death of Lord Jeffrey—Edinburgh Review.—The following interesting sketch is taken from the European correspondence of the *N. Y. Christian Advocate and Journal*, March 7th: The last week has borne beyond the breath of fame one who for many years has soared loftily among the celebrities of literature. Just about the opening of the present century the beautiful capital of North Britain, (the modern Athens, as its sons delight to call it,) contained a group of remarkable young men. Of these three, were Henry Brougham, Sydney Smith, and Francis Jeffrey. They resolved on establishing a periodical which would outpeer all its forerunners. Not rushing on with the diurnal or even hebdomadal haste of the newspaper, nor even with the monthly despatch of the magazine, but producing itself at stately and solemn intervals of three months, it was to advance into the arena of politics and letters with an awe and puissance not before attempted. The *Edinburgh Review* well answered the ambition of its originators. It soon fixed the eye of the first politicians, and made the most noted literati stand respectfully awaiting its judgment. It fascinated the drawing-room, stimulated the club, abbreviated the path to knowledge for many a general student, and wielded a notable influence on the great parties of the nation. For the first year its editor was Sydney Smith, an Englishman and a clergyman, but one little bound by ecclesiastical tastes, and less by strict religious scruples. But after the first year it passed into the hands of Francis Jeffrey, a Scot, and a lawyer. For nearly thirty years he held the potent sceptre of that literary dominion, and then, after having held all literary Europe before his tribunal, he passed to the bench of the judges, and awarded decisions of more importance doubtless to individuals; but less cared for by the world at large. Lord Jeffrey never attained a rank at the bar proportioned to his fame as a writer and a critic. He sat in Parliament for some four years, but there was almost obscure. As a judge he was never considered very able. That, therefore, by which he has been distinguished in his masterly writing as a reviewer. Here he sparkled, flogged, instructed, fascinated, and made men wonder how one pen could with such ease and effect deal with subjects varying from the deepest philosophy to the airiest fiction, and yet be on all equally masterly. His castigations were sometimes more severe than just, and in one noted instance, his criticism of Byron, he paid a heavy penalty for his cholera. But really when one reads the vague, fulsome commendation by which volumes of the most plebeian talent are introduced to the world one does sigh for some master hand to cut keenly, even though now and then he might wound too deeply, or strike fire from some sound breastplate he had thought to pierce. Well, Francis Jeffrey is gone!—Byron, whom he flagellated; Scott, whom he extolled; Southey and Coleridge, whom he corrected; Sydney Smith with whom he laboured, having all gone before. Their poet passions, their critic studies are quenched and ended. And what influence has poetry or criticism on that life which these late wrestlers on the arena of letters have now begun? What is the precise value of stanza, or hexameter, of sonnet or of epic, in the psalmody of the skies? What the precise office of rhetoric and logic, of concord, trope, alliteration, antithesis, simile, metaphor, and apostrophe, in that new land where things are all judged of by a medium clearer far than the words of earth? Thomas Moore, with whom Jeffrey fought a duel, and Henry Brougham, who was the most noted of all his collaborators yet remain. But they remain as monuments of the vanity of fame. Moore has been for some time living in poverty and obscurity, and Brougham, for some years past, has been as much an object of public ridicule as before he was of public admiration. Of those who build on fame as a foundation of happiness, it may be said, that they are those who in the words of Moore,

"Make

Their tower upon an icy lake,
When thawing suns begin to shine."

And yet coldly as many sink under the brittle ice of fame, how greedily do others seek to build on the same foundation!

Carbon.—When a piece of charcoal which is very clean and free from ash, is immersed in a solution of metallic salt, the metal itself is deposited upon the charcoal with its natural brilliancy. Salts of tin, copper, platina, silver, and gold, furnish very beautiful deposits. When the salts are too acid these effects are not produced.—The weak salts of copper often yield upon the charcoal the most varied shades of colour, from the rich azure blue to the deep copper colour. There are some parts of charcoal for which some metals exhibit a preference to that of others.

The Boiling Springs of Iceland.—In one part of the island, more than fifty have been counted in the space of a few acres. Of these, some are constant and others are periodical. The most magnificent are the Great Geyser and the Strokt, which are situated about 35 miles north-west from

Hecla. The Great Geyser rises from a cylindrical pipe or pit, 8 or 10 feet in diameter, and 75 feet deep. It opens into the centre of a basin 4 feet deep, and between 46 and 50 feet in diameter. As soon as the basin is filled by the boiling water that rises through the tube, explosions are heard, the ground trembles, and the water is thrown to the height of 100 or 150 feet, followed by large volumes of steam. After the basin is thus emptied, no further explosion takes place until it is replenished, when the same phenomena again occurs. The cold air condenses the steam into vapor, which is tossed about in dense clouds, tumbling one over another with singular rapidity, and presenting a sight of great magnificence.

Depth of the Ocean.—On account of the irregularities existing at the bottom of the ocean, its depth varies considerably in different places. The exact depth at any place is, moreover, a matter to be attained with great difficulty, in consequence of the rapid currents that exist in the ocean. These, in many places, render it impracticable to ascertain this depth even with the heaviest sounding-lead. In the northern Ocean, Lord Mulgrave gave out 4,700 feet of Line, without finding bottom; and Mr. Scoresby could not find a bottom in one part of the Greenland Sea at the depth of 7,200 feet, Captain James Ross found bottom at a depth of 15,000 feet, at a place west of Cape of Good Hope, which is the height of Mont Blanc; but at a place west of St. Helena, he gave out 27,000 feet of line without finding bottom. Dr. Young assigns to the Atlantic Ocean, a depth of three miles, that is 13,400 feet, and to the Pacific Ocean, the depth of a league and a half, or about 18,000 feet. According to the calculations of La Place, in his "Mechanique Celeste," founded upon the oscillations of the ocean, the mean depth of the water is a fraction of the difference produced in the diameter of the earth by the flattening of the poles, and it has been estimated at between two and three miles. These calculations the above experiments seem to confirm.

Surinam Bible.—The version of the new Testament, printed by the British and Foreign Bible Society for the English negroes of Surinam, is a curiosity in its way. These negroes have no distinct language, but speak a strange lingo compounded of African words of clipped and softened English words and of violently treated Portuguese words. The Society brought upon itself smart censures and much ridicule for the seemingly irreverent and ludicrous character of the volume they had published. The whole edition, save a few copies, was sent to Surinam. These copies are becoming scarce, and at the sale of the Duke of Sussex's Library, one brought £3 10s. though its original cost could not have exceeded two or three shillings. The annexed extracts literally translated, will give a specimen as little offensive as any that can be found in the book. The word *swigin* is rendered *wan njo swenjo*, i. e. one new wench. The following verses are from Matthew v. :

"1. But when Jesus see the people, he go after one mountain-top, he go sit down, then disciple for him come close by after him.

"2. And he opened him mouth and learn them and talk.

"Good is them, these the pretty in heart, because God's country is for them.

"3. Good is it for them, these the sorry in heart because heart for them so cheery."

M. Michelet.—A Paris writer states that Michelet, the celebrated Professor, has opened a course of lectures on the education of Females. He is understood to have become more Royalist.

Whimsical Benevolence of Goldsmith.—Among the anecdotes told of him while at college is one indicative of that prompt, but thoughtless and often whimsical benevolence which throughout life formed one of the most eccentric, yet endearing points of his character. He was engaged at breakfast one day with a college-inmate, but failed to make his appearance. His friend repaired to his room, knocked at the door and was bidden to enter. To his surprise he found Goldsmith in his bed, immersed to his chin in feathers. A serio comic story explained the circumstance. In the course of the preceding evening's stroll he had met with a woman with five children, who implored his charity. Her husband was in the hospital; she was just from the country, a stranger, and destitute, without food or shelter for her helpless offspring. This was too much for the kind heart of Goldsmith. He was almost as poor as herself, it is true, and had no money in his pocket; but he brought her to the college gate, gave her the blankets from his bed to cover her little brood, and part of his clothes for her to sell and purchase food; and, finding himself cold during the night, had cut open his bed and buried himself among the feathers.—[Washington Irving's Life of Goldsmith.

Illegible Scribble.—Dr. Parr, whose hand was the very abstraction of incomprehensibility, visiting the reading-room of the watering-place, happened to find among the subscribers a name which he could decipher, though few others would have been equally successful. It was that of a friend whom he had not seen for some time. Anxious to renew early impression, he inquired of the proprietor of the rooms his friend's address.

This, however, was not known; accordingly the doctor was obliged to leave his card, with his own address, thereon written, or intended to be written, in that peculiar vehicle of thought which his pen was wont to employ. On the next appearance of the person for whom the card was designed, it was duly put into his hand. Delighted at the proximity of his early friend, the recipient proceeded to inquire at the talisman where its owner was to be found, but it pertinaciously refused to declare: not a letter was decipherable. Whether crescent, street or square, was undiscoverable. Thus foiled, the reader, if we may so designate the unsuccessful attempter, had no resource save to leave his own card, with his address, as he imagined, written therein. But, alas! he and his friend were similar in their ideas of penmanship as well as of other things; and when Parr, surprised that he had not seen his old companion, heard the history and received the card, he was equally at fault, and the result was, that two friends anxious to meet, and living in the same town, actually lost the opportunity of intercourse through the enigmatical character of their writing.—[Sharpe's London Magazine.

Weighing Department in the Bank of England.—One of the most interesting and astonishing departments within the whole compass of the bank of England, is the weighing department, in which, with the rapidity of thought, and a precision approaching to the hundredth part of a grain, the weight of the gold coins are determined. There are six weighing machines, kept working by the same agency which supplies all the mechanical power in the bank, and three weighers attend to these. Rolls of sovereigns, or half-sovereigns, are placed in grooves, and are shaken, one at a time by the motion of the machine, into the weights. If they are of standard weight they are thrown by the same mechanical intelligence into a box at the right-hand side of the person who watches the operation: if they have lost the hundredth part of a grain they are cast into a box on the left. Those which stand the test are put into bags of one thousand sovereigns each, and those below *par* are cut by a machine, and sent back to mint. Between one and two thousand light sovereigns are thus daily sent out of circulation. The silver is put up into bags, each of one hundred pounds value, and the gold into bags of a thousand, and then those bagful of bullion are sent through a strongly-guarded door, or rather window, into the treasury. The treasury is a dark gloomy apartment, fitted up with iron presses, which are supplied with huge locks and bolts, and which are perfectly fire-proof. Gold silver, and paper money ready for circulation, to the amount of twenty-two millions sterling, were in the treasury when we visited it. One of the gentlemen in that department placed one thousand sovereigns in *our* hand, and at the same time pointed to seventy bags full of gold in the little recess which he had thrown open, making in all the modest sum of seventy thousand pounds. He placed notes to the amount of a half million also upon *our* palm, which no doubt had its own sensations as the precious deposit trembled on its top. The heads of departments meet in the treasury every evening, and there all the accounts are balanced.—[Hogg's Weekly Instructor.

An Admirable Orrery.—Some general impression may be conveyed by placing a globe, two feet in diameter, in the centre of a plain or bowling-green. With the sun for a centre, a circle of 164 feet in diameter will represent the orbit of Mercury, the comparative size of which planet may be represented by a grain of mustard seed. Venus might be represented by a pea, moving in a circle, the diameter of which would be 284 feet; the Earth also a pea, but on a circle of 480 feet diameter; Mars a large pin's head; and the diameter of its circle 654 feet; Juno, Ceres, Vesta, and Pallas, grains of sand moving in circles from 1000 feet to 1200 feet in diameter; Jupiter a moderate-sized orange, in a circle nearly half a mile across; Saturn, a small orange, on a circle four-fifths of a mile in diameter; Uranus, a large cherry, upon a circle more than a mile and a half in diameter; and Neptune, a good-sized plum, on a circle about two miles and a half in diameter.

Phenomena of the Brain.—One of the most inconceivable things in the nature of the brain, says Wigan in his work on the Duality of the Mind, is, that the organ of sensation should be itself insensible. To cut the brain gives no pain, yet in the brain alone resides the power of feeling pain in any other part of the body. If the nerve which leads from it to the injured part be divided, it becomes instantly unconscious of suffering. It is only by communication with the brain that any kind of sensation is produced, yet the organ itself is insensible. But there is a circumstance more wonderful still. The brain itself may be removed, may be cut away down to the *corpus callosum* without destroying life. The animal lives and performs all its functions which are necessary to simple vitality, but no longer as a mind, it cannot think or feed, it requires that the food should be pushed down its stomach, once there, it is digested, and the animal will even thrive and grow fat. We infer, therefore that the part of the brain, the convolutions, is simply intended for exercise of the intellectual faculties, whether of the low degree called instinct, or exalted kind bestowed on man, the gift of reason.

Editorial Notices, &c.

EFFECTS OF FREE SCHOOLS ON THE ATTENDANCE OF PUPILS.

In a letter from one of the Trustees of a School Section in the Township of Ancaster, Gore District, dated 26th February, 1850, it is said: "The number of pupils attending the School in our Section for the last three years has been about 27; but since the School was opened, after the Christmas vacation, on the Free System, the number of pupils on the Teacher's register is 47; and the number will soon be much larger if we continue the system. This clearly shows the effects of adopting the free school system—a system which I hope ere long will be universal."

In a letter dated Preston (Wellington District) 27th February, 1850, it is said—"The school in this village has increased from 25 to 110, on becoming free."

A TEACHERS' ASSOCIATION for the County of Middlesex has been called to meet at the new School House, London, on the 6th April next. The objects are: Mutual Improvement, the Advancement of Common School Education, and the promotion of the interests of the Teachers.

THE NORMAL AND MODEL SCHOOL EXAMINATION will take place on the 13th, 16th, 17th and 18th of April next.

OFFICIAL SCHOOL REPORTS, &c., RECEIVED.—We are indebted to the courtesy of several State Superintendents and others for copies of the following official documents:—

Sixteenth Annual Report of the Superintendent of Schools for the State of Pennsylvania. Hon. T. HAINES, Superintendent.

Third Annual Report of the Commissioner of Schools for the State of New Hampshire. Rev. Dr. RUST, Superintendent.

Annual Report of the Superintendent of Schools for the State of New-York, for 1849. Hon. C. MORGAN, Superintendent.

Annual Report of the Trustees of the New York State Library, for 1849. Dr. T. R. BECK, Secretary.

Report of the Chief Engineer to the Secretary of War, at the opening of the XXXIst Congress, 1849.—Washington. (Hon. H. Mason.)

P. VIRGILII MARONIS ÆNEIDOS—Libri I—III, 12mo. pp. 59, Price 1s. 6d., Montreal: ARMOUR & RAMSAY; Toronto: A. H. ARMOUR & Co. We beg to thank the Toronto Publishers for a copy of this neat little work. We have already expressed our admiration of the enterprize of the spirited Publishers in furnishing our Canadian Schools with so convenient, cheap, and neatly printed a series of Standard Classical Text Books.

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