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JOURNAL OF EDUCATION

Upper Canada.



VOL. V.

TORONTO, UPPER CANADA, FEBRUARY, 1852.

No. 2.

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THE EDINBURGH, THE NORTH BRITISH, THE BRITISH QUARTERLY, AND THE PROSPECTIVE REVIEWS.*

The following sketch of the Editors and principal contributors to some of the great English Reviews, taken from a recent number of the *London Critic*, will prove highly interesting to our readers:—

Although *The Edinburgh* still preserved a title which seemed to connect it intimately with Scotland, it had, some time before 1842, ceased to be in any sense a Scotch Review. Not only was it published in London, but its editor was an Englishman, and never in any way very peculiarly Scotch, especially under the influence of a light cosmopolitan thinker like Jeffrey, it was now in no way to be distinguished from the professedly English *Quarterly*, save by the difference of its political tone. But in 1842 there happened an event which shook Scotland from its circumference to its centre. In the May of that year, two or three hundred members of the General Assembly took sad and solemn leave of their old ecclesiastical parliament, and, with Dr. Chalmers at their head, set up the "Free Kirk." The chief "organ" of the disruption was an Edinburgh newspaper called *The Witness*, conducted with considerable nerve and talent by Hugh Miller, of *Old Red Sandstone* notoriety, a man great no less in theology than in geology, whom his native abilities and Lady Gordon Cumming, of Altyre, herself geological, and mother to the South African lion-hunter, had helped up from a

very humble obscurity. *The Edinburgh*, of course, looked coldly, and *The Quarterly* inimically on the seceders; and the friendly zeal in their behalf of Mr. John Robertson, in the pages of *The Westminster*, was of too purely secular a kind for the chiefs of the Free Kirk. After two years, when it had been found that the most potent furtherer of the secession was not any minister, however eloquent, or any layman, however influential, but a mere newspaper like *The Witness*, it was resolved to start a quarterly organ, and to call it *The North British Review*. Noblemen and gentlemen, enthusiastic for the Free Kirk, like the Marquis of Breadalbane, and Mr. Campbell of Monzi, subscribed funds. Mr. Blackie, the Glasgow publisher, and Mr. Cowan, the Edinburgh paper-maker, gave their aid. It was this Mr. Cowan that ousted Macaulay at the last Edinburgh election. He guaranteed the carrying on of the speculation for a certain period.

A Dr. Welch, who had suffered losses in the cause of the Free Kirk, who was a writer in *The Edinburgh Review*, and the biographer of Dr. Thomas Brown, was selected as the editor. Indeed, it was something done to him that heated the Free Kirk enthusiasm so as to boil over and form *The North British Review*. Dr. Welch, when the disruption took place was "Moderator,"—that is, President or Speaker of the General Assembly, Professor of Church History in the University of Edinburgh, and Secretary, with a salary of five hundred pounds per annum, to the Scotch Bible Board. At the secession he of course cheerfully surrendered the Moderatorship and the Professorship, but saw no reason to surrender the lucrative Secretaryship, of which, however, Sir James Graham took the liberty of forcibly relieving him. Whereon *The North British* was hastened into existence. Welch was a man of ability and tact, and began operations with a promising staff of veterans and others. He did not fall into the error which, in his circumstances, might have easily been committed, that of making his review too theological. His great gun, Dr. Chalmers himself, fired off articles chiefly on politico-economical subjects, his first being one on Sterling's *Philosophy of Trade*; but his most famous was that on Morell's *History of Philosophy*, which was considered as an annihilating manifesto against Continental speculation. In physical science, the biographies of its heroes, and books of scientific travel, Sir David Brewster, the noted *savant*, was mainly depended on; he wrote the papers on Cuvier, Humboldt's *Cosmos*, Watt, Cavendish, and the like, and is still a contributor. Hugh Miller led off his series of performances by a vivid paper in which herring-fishing was made poetical. Mr. Moncrieff, now Lord Advocate, reviewed Jeffrey's *Essays*, the first of a set on the light literature of the day. Dr. Heugh, of Glasgow, recommended "Christian Union," and Welch himself dealt with Archbishop Whately. Among the early contributors too, if we are not mistaken, was Dr. Samuel Brown, of Edinburgh, a singular and gifted individual. With the zeal of an old alchemist (but with a purer enthusiasm), he has been occupied many years in endeavoring to effect the mutual transmutation of some of the primary chemical elements, and by some of the good people of Edinburgh is looked upon as one in search of the philoso-

* *The Westminster Review*, we regret to say, has become the bold champion of infidelity, having in two or three of the latest numbers, ridiculed, assailed and denied the solemn verities of revelation and the Christian faith.—[Ed. J. of Ed.]

pher's stone. He is a man, however, of sane, clear, and subtle understanding, of varied accomplishments, and deeply versed in his own science, the chair of which, in the Edinburgh University, he narrowly missed attaining. He sometimes lectures with success in public; he published, a good many years ago, a series of tracts by "Victorious Analysis," with a high and beautiful meaning, and more recently the tragedy of *Galileo Galilei*; and so he lives on there, in Edinburgh, with one believing and helpful disciple, a life of scientific romance in an age of scientific prose. But to return. In religion, the aid had been secured of the well known Isaac Tayler, the author of *The Natural History of Enthusiasm* and of *Wesley & Methodism*. So that, on the whole, *The North British Review* started under very good auspices, and with very fair promises of success.

Dr. Welch died the year after he had commenced the labors of editorship, and it passed into the hands, for a short time, of Mr. E. Maitland, an Edinburgh advocate, whence it was received by Dr. Hanna, the biographer and son-in-law of Dr. Chalmers; so that three of our chief reviews were being conducted by sons-in-law of distinguished men—*The Quarterly*, by Mr. Lockhart, a son-in-law of Sir Walter Scott's; *The Edinburgh*, by Mr. Empson, a son-in-law of Lord Jeffrey's; *The North British*, by Dr. Hanna, a son-in-law of Dr. Chalmers'; while a son of James Mill was editing *The London and Westminster*. So powerful, even in literature, is the hereditary principle! Somewhat more than a year ago, *The North British* ceased to be edited by Dr. Hanna, and was transferred to Professor Fraser, its present conductor. This gentleman is the son of an Argyllshire minister, was educated for the Scotch Church, at the Edinburgh University, where he was a favorite student of Dr. Chalmers, whom he followed into the Free Kirk to become Professor of Logic in its metropolitan college. In England, as well as in Scotland, *The North British* is said to be doing well among reviews, not at present a very prosperous class of publications. In politics, its principles are liberal; it recognises the interest and importance of the new social theories, without committing itself to any of them. It acknowledges the right of the State to supervise industrial arrangements, and tends towards the advocacy of a general system of education; altogether its religious views are orthodox, without, however, being sectarian. In addition to the contributors already named, we can mention that most shrewd and hearty observer, Mr. Samuel Laing, the Norway tourist; Principal Cunningham, and Professors Fleming and McDougall, of Edinburgh; Dr. Hamilton, the earnest minister of the National Scotch Church in Regent's Square; Dr. Kitto, versed in Palestine; Thomas de Quincy, who has contributed some half dozen articles or so, among them a striking one on Pope; the Rev. Charles Kingsley, the author of *Alton Locke*, whose hand we recognised mauling Festus-Bailey; and Mr. Anthony Panizzi, the Librarian of the British Museum, who writes upon Italian literature and Italian affairs, and in a review of Sir Harris Nicolas's *Nelson Despatches*, is said to have "settled" the question whether our naval hero was right or wrong in hanging some Neapolitan prince or other. Indeed, the library of the British Museum sends more than one contributor to *The North British*. Thus Mr. John Jones lately explained in its pages the system pursued in his own department, and there, too, figures Mr. Coventry Patmore, whose ingenious and subtle essays on architecture are, we confess, more to our taste than his poetry. Last, not least, among the contributors to *The North British*, is Mr. David Masson, a searching and meditative writer, chiefly on social topics, yet the critic, too, of Wordsworth and Carlyle's *Latter-Day Pamphlets*. But stop—we are forgetting one of the cleverest articles that have been recently published in any review—that on "The Literary Profession," which appeared about a year ago, and is from the pen of a Mr. John W. Kaye, of whom we are likely to hear more.

It had been one of the designs of *The North British* to secure the support of the English Dissenters, but this was soon found to be impossible. Stimulated by the appearance of *The North British*, some wealthy English Dissenters founded *The British Quarterly Review*, the first number of which came out in February, 1845, then, as now, under the Editorship of Dr. Vaughan, The Doctor is the Principal of the Lancashire Independent College, a leader of the Congregational dissenters, and formerly preached in a chapel at Kensington. He writes a great deal in his own review, and chiefly with the aim of diminishing the influence of such living authors of renown as he considers, from their insinuating scepticism, dangerous to the faith of the rising generation. The more marked

of his papers in this branch are those on Theodore Parker, Emerson, and Carlyle. Yet an article from his pen in one of the earliest numbers of his review, entitled "The Priesthood of Letters," said a good many things which were looked on by his friends as far too bold. In theological and biblical literature he has had the assistance of Dr. Davidson, likewise of the Independent College. In political and social economy, a good deal has been done by that striking mediocrity, Mr. Edward Baines, the editor of *The Leeds Mercury*. Mr. Edwards, formerly of the British Museum, and now at the head of the Manchester Free Library, contributed an instructive paper on public libraries. And here, too, in these dashing sketches of Macaulay, Carlyle, and D'Israeli, do we not once more recognise the hand of the omnipresent Mr. Lewes?

The same month of the same year that witnessed the birth of *The British Quarterly*, welcomed to the light the first number of *The Prospective Review*, the organ of English Unitarianism, as the other is of orthodox dissent. This small and modest-looking publication has been and is managed by a trio of Lancashire Unitarian ministers, the Rev. John James Tayler of Manchester, and the Rev. Messrs. Thom and Martineau of Liverpool. In general talent, although it is of a refined rather than of a vigorous kind, Mr. Tayler is considered to stand at the head of his class; and certainly none of his brethren have produced a work displaying as much acumen as his *Retrospect of the Religious Life of England*, although as sermons many Unitarians would rank Mr. Martineau's *Endeavors after the Christian Life*, higher than Mr. Tayler's *Christian Aspects of Faith and Duty*. But we must leave these questions of precedence to more competent judges, and conclude with saying, that while *The Prospective*, by the nature of the case, circulates almost exclusively among the sect of whose doctrines it is the organ, yet it occasionally contains articles on neutral topics which, from their calm elegance of style and discriminating intellectuality, might be perused with pleasure by even the most orthodox.

EXCELLENCIES AND PECULIARITIES OF THE FRENCH "SYSTEM" OF GOVERNMENT.—SECRET OF SUCCESS AT THE LATE EXHIBITION.

The practical and observant Paris Correspondent of the *New York Commercial Advertiser* in a careful and impartial analysis of the recent Message of the French President, Louis NAPOLEON, thus sums up the distinctive characteristics of the French system of Government, in so far as it excels those of any other civilized Government. His remarks, however, have more point contrasted with American, rather than European experience. He observes: The message throws incidentally a flood of light on the distinctive features of the institutions of the country. No one can read it without gaining a clear idea of the causes of the superiority of France to all the other nations,—without understanding why Frenchmen prefer remaining at home to emigrating even to the rich prairies of the West. It is a remarkable fact that the great majority of emigrants from the port of Havre are Germans. The secret of this patriotism lies in the admirable economy of the French administration, and the adaptation of political institutions to social wants. Certainly, the army is too large, and there are too many civil functionaries, but they are well kept at comparatively small expense. No other Government has such an admirable system of account-keeping, in all the grades of administration; and the mode of collecting taxes is wonderful for its simplicity, accuracy and economy. The supervision of able engineers, salaried by the state, assures the excellence and stability of railroads, public buildings, and bridges, and prevents the explosion of steam-boilers in locomotives, manufactories and vessels; the prevention is so efficient that not more than half a dozen explosions of the kind take place annually, in this nation of thirty-six millions of people. Wise police regulations make it impossible to erect a private building with walls so thin as to endanger the lives of the inmates or those who pass by. Instead of giving over the lives of the citizens as a prey to every quack who may be plausible enough to win the confidence of the ignorant or unsuspecting, no precautions are spared to secure thoroughly educated, experienced and scientific physicians; to gain a diploma, one must have had long experience at the bedside of the hospital sick, and sustained the searching scrutiny of able examiners.

A druggist, too, has gone through a long course of study, lectures and examinations; a broken down merchant is not permitted to

jump from his counting room to the prescription desk, at the risk of confounding arsenic with calomel, and on the absurd plea that every man has a right to gain his living in any business where people will trust him. You may be sure that a professor in one of the Government colleges does not need a dictionary to translate, at first sight, a passage in Tacitus or Demosthenes; and that any lawyer you meet is something more than a blending of the pettifogger and a village bar-room politician. For the relief of the poor, the Government does wonders: there are innumerable lending banks, pawn shops at a low rate, saving institutions, asylums for the incurable, the aged, the blind, foundling and lying-in hospitals, places where children are taken care of while the mothers are at work, distributions of food and clothing, hospitals for the sick, &c., &c., all administered under uniform rules and with marvelous economy. Then the state has a direct care of all apprentices, sees that they are sent to school, receive instruction in their trade and proper treatment; by a law intended to encourage foresight and economy in the labouring classes, any workman in constant employ can secure a pension in his old age; the best seeds are provided for farmers, information is published of the most approved methods of agriculture in other countries, experiments are tried and the best agricultural education is given at the farm schools or school-farms established in every district; the workmen and children are protected, as far as legislation can do it, against excessive labour; the poor man is not prevented, by his poverty, from asserting his rights, in the courts of justice, for counsel and costs are provided for him if he has a show of right on his side. Mutual aid societies are systematized by law, bakers are restrained from making exorbitant charges for the first necessary of life, damaged provisions are not permitted to be sold, and, in the theory of the law, every child receives *gratis* an education suitable to his position in life.

Besides providing work, the Government is liberally doing what it has done every Autumn,—opening free evening schools for the workmen. The teachers in these are men of ability, especially those employed for teaching mathematics and linear drawing. The lower branches of education are not neglected, but particular importance is attached to all that belongs to cultivating the taste for beauty of form and exactness of proportion. A visit to these evening schools explains why France took more than one-third of the first class medals at the London Exhibition; a large number of the workmen in her principal cities and manufacturing towns are better educated, in all the arts of design, than the graduates of English and American colleges. If the figures on the French calicoes, muslins, and porcelains show more taste than those made elsewhere; if her cabinet work is more graceful in outline, her architecture more solid in reality and more light in appearance, it is because there are thousands of young workmen in the evening schools. I have often wished that American manufacturers would visit these sources of French artistic superiority, or that our legislatures would appoint committees to report plans for establishing similar ones in the United States. It may safely be affirmed that the French Government does more for the people, and does it more cheaply, than any government in the world. The peculiar glory of France is that she takes the child of the poor in his cradle, schools him, teaches him his trade, protects his interests during manhood, takes care of him in sickness and old age. One of the results is that for every hundred exhibitors at the late industrial fair, France received sixty medals, while England, on the same number, received only twenty-nine, and other countries only eighteen; a fact which proves that if France had colonies and foreign markets enough to keep her population employed, she would distance competition and rise to boundless wealth and power. During the late Exhibition, an immense number of workmen, in all the different branches, were sent to London, at the joint expense of the Government and the local Chambers of Commerce and Manufactures. Several hundred were sent from Paris alone. Each one received, on starting, a list of questions bearing on his own particular occupation, and intended to guide his studies of the productions of other nations. To each of them he was required to give full written answers on his return. These answers are all to be transmitted to the Minister of Agriculture and Commerce, who will have them examined, and the results reported in a convenient form. Besides the reports of the workmen, the Minister will have those of a large number of special delegates, each one of whom was charged to report on some one branch of industry. This is the true way of profiting by such exhibitions.

GOOD ADVICE TO YOUNG TEACHERS.

We welcome to our pages the following letter from a fair correspondent:—My Dear Friend: I am sorry to learn that you are so sadly discouraged with the class of pupils you have the good fortune to have in charge. I say *good* fortune, notwithstanding your decided opinion to the contrary, for it certainly is such, if you have health and strength sufficient to lift them above their present state. Of the principal faults, deficiencies and obstacles you mention, I see none that have not been experienced by many teachers in country schools, and that have not been remedied. You know the old adage "What man *has* done man *can* do." First, you are troubled by the unnecessary absence and tardiness of your pupils. The best remedy that I can recommend to you, is to make them *interested* in school and school duties; do this, and half the work is accomplished. In order to effect this desirable state of things, you must be in your school-room in season, *yes*, more than in season. Be there ready to talk with your pupils; tell them interesting anecdotes that you have heard or read. Tell them, perhaps, to begin with, that you have a very interesting book that you will read to all who will be in the room fifteen or twenty minutes before the school session commences. Get them interested in assisting you about any little matter that may occur to you, such as assorting pictures or shells, and if you have none that are disarranged, perhaps you might put some in disorder for the occasion. Give your pupils something to expect from one session to another,—Only make them feel a wish to be in the school-room, rather than away, and parents will seldom require the services of a child so much as to refuse a request to attend school. Show the pupil that you *do* really care whether he is absent or not, and let him feel that he has lost something quite interesting by being away, and you will at least have made an impression that will influence him in future to more constant attendance.

But there are some that cannot be induced to attend, in this way. These must be looked after by you in several ways. Call and see the parents,—call when you are walking to school, to see if the pupil will not join you; make both parent and child interested by awakening their pride. Every pupil has some excellencies. Perhaps one is a good writer, another a good reader, and in whatever he excels, he will feel the most interest. Through this one point, whatever it may be, you may gain a hold on the pupil's mind, and interest him in other exercises of the school, and with much care and labor on your part, you can secure a good average attendance.

You say you have no conveniences. This certainly is a great hindrance to the progress of your pupils, but if you have none, you must make them, at least, substitutes for conveniences. If you have no blackboard, take a common pine board, and if you cannot procure that readily, use the funnel of your stove; that will show a chalk mark, and although it may not be the most convenient thing imaginable, it is better than nothing. If your entry is minus apparatus for hanging clothing, your boys will undoubtedly be delighted to bring nails and drive them for you. You can, with a little trouble, cultivate a spirit of neatness. Encourage pupils to come with neatly washed faces and hands and nicely combed hair. If you have not experienced the effect of these things, you will be surprised at the alteration they will make, not only in the appearance of your school, but in the behaviour of your pupils. You complain of listlessness and indolence in your school-room. I think if you succeed in making your scholars interested, these evils will gradually disappear. Be sure that every one in the room has something to do *all* the time, and you will generally insure quietness. Allow those that can write, to copy a few lines from the Reader, or any other book that you chose, and if it is well done, commend the neatness and correctness of the performance. Be sure to praise the work if there is a single point that will admit of praise; at the same time, pointing out the faults in a way that will encourage, and not discourage.

Say, for instance, to a pupil that you may see idle, "Mary, be as quick as you can, in the preparation of your Geography lesson this morning, for I have something I wish you to do for me when you have learned it." You will often obtain a half hour's quiet study, and consequently a well-learned lesson from a careless pupil, if some pleasant exercise is held out as an inducement to the careful preparation of the work assigned.

Lead your pupils, instead of driving them; that is, all that will be led: there are some that prefer to be driven; comparatively few,

however, as far as my experience has taught me. *Work on*, and hope ever—must be the teacher's motto. Nothing but hard, constant labour, will accomplish your object. Put your whole soul into the duties attendant upon the school-room, and your *work* cannot fail to accomplish *something*.—*Cor. Mass. Teacher.*

Youths' Department.

KNEEL, MY CHILD, FOR GOD IS HERE!

Kneel, my child, for God is here!
Bend in love, in holy fear;
Kneel before him now in prayer;
Thank him for his constant care;
Praise him for his bounties shed
Every moment on thy head;
Ask for light to know his will;
Ask for love, thy heart to fill;

Ask for faith to bear thee on
Through the might of Christ his son;
Ask his Spirit still to guide thee
Through the ills that may betide thee;
Ask for peace, to lull to rest
Every tumult of thy breast;
Ask in awe, in holy fear;
Kneel, my child, for God is here!

ILLUSTRATIONS OF ASTRONOMY.

No. 2.—COPERNICAN THEORY OF THE SOLAR SYSTEM.

Having illustrated the Ptolemaic Theory of Astronomy and noticed some of the absurdities involved in it, we now proceed to illustrate that theory of the Solar System which has obtained during the last three centuries, and which, from its author, is termed the Copernican Theory.

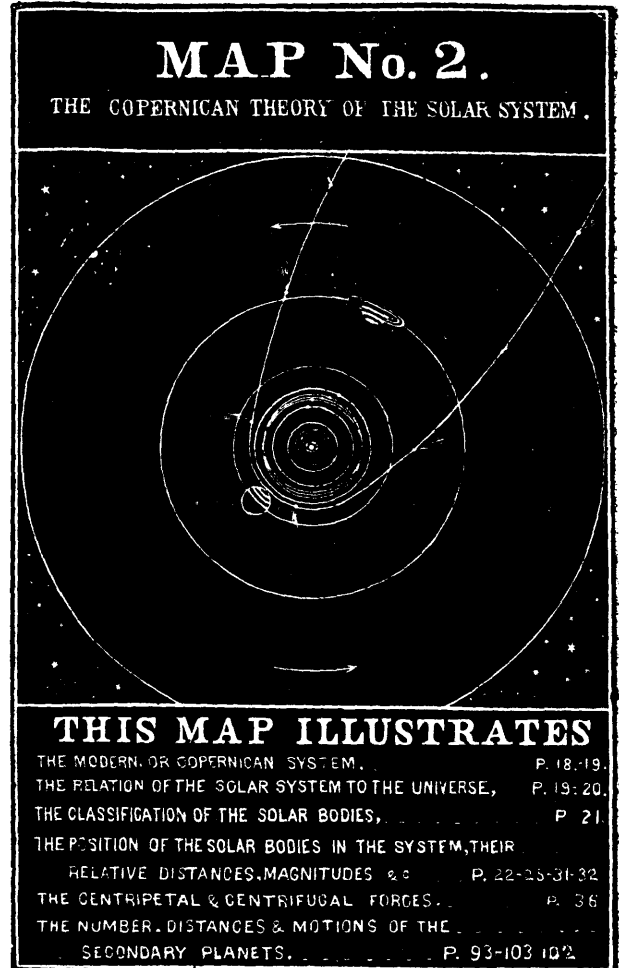
NICOLAUS COPERNICUS was born in 1473, at Thorn, then a town of Poland, but subject to Prussia since 1793. He was sent to the University of Cracow, then the only one in Poland, and celebrated in the three departments of Grecian and Latin Literature, and Mathematics. Copernicus applied himself to these departments of learning, particularly mathematics. He was a student at this University in 1492,—the year of the discovery of America by Columbus. Three of Copernicus' fellow-students afterwards became eminent professors of mathematics; the four were scholars of ALBERT BRUDZEWSKI, professor of Astronomy and Mathematics in the Cracow University. Copernicus went to Italy to consult the most distinguished Italian astronomers, and pursued his astronomical observations some time at Bologna. He soon acquired so high a reputation for learning, that he was called to Rome, at the age of 27 years, as professor of mathematics; and his lectures there drew a numerous concourse of scholars. On his return to Poland, he passed through Padua, where he sustained a public examination in anatomy, and was deemed worthy by the celebrated University, or, in more ancient language, *Studio*, of Padua, to be received as doctor in medicine. He was at length appointed by his uncle, who was a Bishop, canon or prebendary of the cathedral of Frauenburg, where he pursued his astronomical studies until his death, which took place in 1543. He was often entrusted, in the absence of his diocesan, with the administration the bishopric of Emerland, and was nominated as a candidate for the see in 1537, by king SIGISMOND; but the election was in favour of one of his competitors. Fearing opposition, he could not be prevailed upon to publish his views until the end of his life. On the day of his death, he received the first printed copy of his immortal work entitled, "Revolutions of the Celestial Bodies"—*De Revolutionibus orbium caelestium*. To shield his theory under the mantle of the Church, Copernicus dedicated his work to Pope PAUL III. But his system made little progress for more than half a century, when it having been espoused by GALILEO at Florence, the special attention of the Church was attracted to it. GALILEO was required in 1615 to retract what he had written; and the treatise of COPERNICUS was also condemned, being put into the *Index Expurgatorius*. But MURRAY, in his Handbook of Northern Germany, under the head of Frauenburg, says, "It is a curious fact, and perhaps not generally known, that the excommunication of Copernicus, for publishing his system of the Heavens, was revoked in 1821." It appears, therefore, that the system of Copernicus, though condemned by the authorities of his Church for two hundred years, is now admitted by that, as well as by other branches of the Christian Church to be correct.

This brief notice of COPERNICUS himself will give the reader additional interest in the following sketch and illustration of the Copernican theory of the Solar System.

The word *solar* is derived from the Latin word *Sol*, which signifies the Sun. The Solar System, therefore, is the system of the Sun—the system of which the Sun is the centre—including all the heavenly bodies which revolve around him.

The bodies which revolve around the Sun, are called Planets—from the Latin word *Planeta*—a wanderer; and this word is applied to the Solar bodies because they change their relative positions, or seem to wander among the stars.

The fixed stars are another class of heavenly bodies which do not revolve around the Sun—which do not seem to wander or change their relative position in the heavens. They are farther from the Sun than the planets; and the more distant part of the firmament which they occupy is called the *Sidereal* or *Starry Heavens*. The following map illustrates these remarks, and represents the Copernican System in contra-distinction to the Ptolemaic, represented in the last number of this *Journal*.



In this Map the Sun is represented in the centre in a state of rest; and around him at various distances are represented the planets or fixed stars—the former revolving around him from west to east, or in the direction of the arrows,—the latter occupying the spaces in every direction beyond the largest planetary circle. The white circles represent the *orbits*, or *paths*, in which the planets move around the sun. On the right is seen a *comet* plunging into the system around the sun, and then departing. It is distinguished from the other bodies belonging to the solar system by its form, its orbit and its trains of light.

There are two kinds of planets—*primary* and *secondary*—the former revolving around the sun only as their centre of motion, like our earth—the latter revolving around a primary planet also, like our moon.

The planets are also called *inferior* and *exterior*; the inferior, or interior, being those (Mercury and Venus) which are closer to the sun than the earth—the exterior, or superior, being those which are farther from the sun than the earth, as Mars, Jupiter, &c.

The *primary planets* are nineteen in number; of which eleven are called *asteroids*, or star-like planets, and are situated between the orbits of Mars and Jupiter.

On the above map *Mercury* may be seen close to the sun, and a little below him—yet in reality distant from him 37 millions of miles. *Venus* is west, a little above the sun, on the left—distant

from him 69 millions of miles. The third is the *Earth*—at a distance from the sun of 95 millions. The fourth *Mars*—145 millions. Then follow the eleven small planets called *asteroids*, but too close together to be individually identified. *Jupiter* is the large planet below the sun, with four moons, and distant from him 495 millions of miles. *Saturn* is shown above the sun, with his *rings* and eight moons—distant from the sun 900 millions. *Herschel* is far on the left in the outer circle, with his six moons, and at a distance from the sun of 1,800 millions. Lastly, *Neptune*, the planet lately discovered by the calculations of the French Astronomer LE VERRIER, is not shown on the map, for want of room. He may be imagined more than 1,000 millions of miles beyond the orbit of *Herschel*, or 2,850 millions of miles distant from the sun. Beyond these planets, in the immensity of space, are situated the fixed stars, or *sidereal heavens*—supposed by theologians to be the *third heavens* of the Sacred Writings.

Now according to the *Copernican Theory*, these planets all move around the sun, as their centre of motion; and so conclusive is the evidence of the theory, that eclipses of the sun and moon are calculated upon it, and astronomers are able to predict their commencement, duration, &c., to a minute, hundreds of years before they occur.

The distances of these planets from the sun are not easily conceived; but some conception or faint impression of it may be found from the following calculations:—Imagine the construction of a Railroad from the sun to Neptune, with a station for refreshments and supplies at each of the other planets; and imagine the rail cars to travel at the rate of 30 miles an hour, day and night; the time table of the rail train on such a journey would be as follows:—From the sun to

Mercury,	152 years.	Jupiter,	1,884 years.
Venus,	264 "	Saturn,	3,493 "
Earth,	361 "	Herschel,	6,933 "
Mars,	554 "	Neptune,	10,650 "

Had a train of cars started from the sun at the morning of his creation (about 5,852 years ago) to visit the planet *Herschel*, and travelled day and night ever since at the rate of 30 miles per hour, they would still have 284 millions of miles to travel before they could reach the end of their journey. To finish the passage would require 1,081 years longer—the whole of time past since the creation and more than a thousand years to come! To reach Neptune the same train, proceeding at the same rate, would require nearly 7,000 years longer! Such is the vast area embraced within the orbits of the planets; and such are the spaces over which the sunlight travels, to warm and enlighten its attendant worlds!

Yet beyond these distant orbs, in the amplitudes of space, there are suns, and worlds, and systems! How appropriate and forcible are the words of the Sacred Writer—"When I consider the heavens, the work of thy fingers, the moon and the stars which thou hast ordained; what is man that thou art mindful of him? and the Son of man that thou visitest him?"

Miscellaneous.

The following, says the *The Episcopal Recorder*, strikes us as being one of the most beautiful passages in the whole compass of English literature:

THE KNELL OF TIME.

Heard you that knell? It was the knell of time!
 And is Time dead? I thought Time never died.
 I knew him old, 'tis true, and full of years;
 And he was bald, except in front—but he
 Was strong as Hercules. I saw him grasp
 The oak; it fell—the tower; it crumbled—the stone,
 The sculptured monument that mark the grave
 Of fallen greatness, ceased their pompous strain
 As Time came by. Yes, Time was very strong;
 And I had thought too strong for death to grapple.
 But I remember now his step was light.
 And though he moved at rapid rate, or trod
 On adamant, his tread was never heard.
 And there was something ghostly in the thought,
 That in the silence of the midnight hour
 He trod my chamber, and I heard him not.
 And I have held my breath, and listened close
 To catch one footfall, as he glided by
 But nought awoke the echo slumbering there.
 And the thought struck me then that one whose step
 Was so much like a spirit's tread: whose acts
 Were all so noiseless like the world unseen,
 Would soon be fit for other worlds than this,
 Fit for high converse with immortal minds,
 Unfettered by the flesh, unchained to earth.

IMPORTANT STATISTICS OF EUROPEAN STATES.

In connexion with the ordinary amount of instruction afforded in school geographies in regard to the different kingdoms and states of Europe, the following statistical information, compiled from an elaborate table given in the *Kolner Zeitung*, a German publication, will prove eminently useful to teachers.

The countries of Europe are burdened at this time with an aggregate national debt of £1,735,056,000 sterling, of which Great Britain owes nearly one-half; there is also in circulation in Europe no less than £189,214,278 in paper money, taken and held upon the credit of the property in the countries in which it is issued. Europe is therefore mortgaged to the amount of £1,924,270,278, constituting a debt of very nearly £7 2s due from every man, woman, or child which it contains, or, reckoning five to a family, of £35 10s. upon each head of a family. At the present there are no less than 2,773,833 men under arms in Europe. To pay the interest of this aggregated national debt; to support the large standing armies; to fit out and man and maintain 2,763 vessels of war; to support the dignity of courts; to meet the expenditures of princes; to provide for the dispensation of the laws, and the administration of justice, and for all the other purposes for which Governments are or should be instituted, a revenue of £232,000,000 is annually raised in Europe, constituting a tax for the support of Government of 17s. 2d upon every person living there. This amount may appear small when thus divided among the entire population of Europe; but, when the annexed table is looked at, it will be found that it bears very hard upon some of the principal countries.

State or Nation.	Debt in Prussian dollars.	Men in Army.	Vessels in fleet.	Guns.	Population.
Great Britain and Ireland	5,000,000,000	129,000	678	18,000	27,500,000
Spain	1,300,000,000	160,000	50	721	13,000,000
Austria	1,100,000,000	500,000	4156	600	36,000,000
Russia	733,000,000	790,000	6615	7,000	70,000,000
Holland	731,000,000	50,000	125	2,500	3,500,000
Prussia	180,000,000	121,000	47	114	17,000,000
France	1,330,000,000	265,463	328	8,000	36,000,000
Belgium	165,000,000	90,000	5	36	5,000,000
Portugal	160,000,000	38,000	36	700	3,500,000
Papal States	120,000,000	19,000	5	24	3,200,000
Sardinia	120,000,000	38,000	60	900	4,250,000
Naples	100,000,000	48,000	15	484	8,500,000
Bavaria	82,000,000	57,000	.....	.....	5,000,000
Denmark	80,000,000	20,000	33	1,120	2,750,000
Saxony	43,500,000	25,000	.....	.....	2,000,000
Turkey	40,000,000	220,000	66	800	12,500,000
Hamburg	34,000,000	1,800	.....	.....	170,000
Baden	33,000,000	18,000	.....	.....	1,500,000
Hanover	30,368,000	21,000	.....	.....	2,000,000
Wurtenburg	28,000,000	19,000	.....	.....	2,000,000
Greece	25,000,000	8,900	34	131	1,000,000
Mecklenburg	10,000,000	4,700	.....	.....	540,000
Tuscany	10,000,000	10,000	10	15	1,700,000
Frankfort	7,000,000	1,300	.....	.....	65,000
Brunswick	6,800,000	3,000	.....	.....	300,000
Duchy of Hesse	6,200,000	42,000	.....	.....	900,000
Electoral Hesse	6,000,000	11,000	.....	.....	300,000
Lubeck	6,000,000	490	.....	.....	50,000
Saxe Weimer	4,000,000	2,000	.....	.....	75,000
Schleswick, &c.	4,000,000	.....	.....	.....	650,000
Anhalt	3,500,000	700	.....	.....	215,000
Bremen	3,000,000	500	.....	.....	80,000
Saxe Cobourg	2,566,000	1,200	.....	.....	160,000
Saxe Meiningen	2,500,000	2,400	.....	.....	260,000
Nassau	2,000,000	3,500	.....	.....	425,000
Parma	1,800,000	5,000	.....	.....	500,000
Anhalt	1,500,000	300	.....	.....	50,000
Saxe Altenburg	1,500,000	1,000	.....	.....	150,000
Norway	1,500,000	23,000	160	560	1,200,000
Oldenburg	1,200,000	600	.....	.....	80,000
Hesse Homberg	860,000	350	.....	.....	25,000
Schwartzburg	250,000	540	.....	.....	60,000
Sweden	.....	34,000	340	2,400	3,500,000
Modena	.....	3,500	.....	.....	525,000
Lippe Detmold	.....	820	.....	.....	110,000
Reuss	.....	750	.....	.....	130,000
Waldeck	.....	520	.....	.....	60,000
Switzerland	.....	6,500	.....	.....	2,500,000
San Marino	.....	.....	.....	.....	8,000

a, including gun boats; b, 175 vessels, 440 gun boats; c, war-footing, 492,000; d, includes the three divisions of Anhalt.

The totals of the preceding columns sum up thus:

Debt	£11,567,044,000
Men in army	2,773,833
Vessels in fleet	2,763
Guns	44,105
Population	271,403,000

In addition to these, the Danubian Principalities, with a population of 1,750,000, maintain an army of 6,800 men, and pay an annual tribute of 3,000,000 piastres to Turkey. Servia, with a population of 1,000,000, maintain an army of 3,000, and pays an annual tribute of 2,000,000 piastres to Turkey. The debts of the various nations are expressed in Prussian dollars, whose current value is 3s. English. According to the above table, the national debt of Europe, divided among the inhabitants, makes each person indebted £42.5 or £6 7s. 6d., or each head of a family about £30 in debt; whilst the standing armies of Europe makes one out of every twenty of the adult and able male population a soldier. There are, besides, the seamen requisite to man 2,763 vessels of war.

There is another very important view to be taken of this subject, and that is the amount which the labor and industry of the people and the resources of the countries of Europe are taxed, in consequence of the system which has been carried on, either through the ambition or the tyranny of their rulers, or the turbulence and irregularities of the people. The following brief table, comprehending some of the principal countries of Europe, will, in some degree present this view:—

Countries.	Revenue by taxation.	Proportion raised per head.	Proportion paid by each family.
Great Britain.....	£50,000,000	£1 16s. 4d.	£8 1s. 8d.
France.....	67,000,000	1 17 6	9 8 6
Austria.....	\$100,000,000	0 8 4	2 1 8
Prussia.....	60,000,000	0 10 7	2 12 11
Russia.....	110,000,000	0 4 8	1 3 4
Holland.....	40,000,000	1 14 3	7 11 3
Belgium.....	31,000,000	0 18 7	4 12 11
Spain.....	80,000,000	0 18 5	4 12 1
Portugal.....	18,000,000	0 15 5	3 17 1
Denmark.....	12,500,000	0 13 7	3 7 11
Sweden.....	10,500,000	0 6 8	1 13 4
Papal States.....	15,000,000	0 14 1	3 10 5
Naples.....	31,000,000	0 10 11	2 12 7
Tuscany.....	18,000,000	1 11 9	7 18 9
Sardinia.....	22,000,000	0 15 6	3 17 6
Turkey.....	17,000,000	0 4 1	1 0 5
Switzerland.....	400,000	0 0 5½	0 2 4½
San Marino.....	8,820	0 3 4	0 16 8

EXTRAORDINARY CHARACTERISTICS OF THE PRESENT WINTER.

The peculiar severity of the present winter, has been so remarkable on the North American continent, and also in some other countries, that we have taken pains to collect some interesting facts on the subject, illustrative of the actual degree of cold experienced in various places. Although the late cold cycle commenced on the 10th and 11th of January, and was succeeded by a comparatively warm one, yet the month of December, just past, was the coldest December but two in the last thirty-two years. The December of 1835 was colder, and that of 1837, colder still. The warmest December was in 1829, the next warmest in 1838, (as many in Canada will long remember), and the third in 1848.

During the month of December and January last, several violent storms and remarkable variations in the temperature have taken place in various places, remote from each other—all indicative of a simultaneous and sympathetic appearance of striking natural phenomena all over the surface of the globe. Halos, Mock Suns, Aurora Borealis, High and Low Tides, Hurricanes, and Tornados have almost universally preceded the late intense cold. The following is an authentic account of the most interesting of these occurrences:—

On the 8th of December last, a most awful visitation occurred at the island of Sicily, which was swept by two enormous water-spouts, accompanied by a terrific hurricane. Those who witnessed the phenomenon described the water-spouts as two immense spherical bodies of water reaching from the clouds, their cones nearly touching the earth, and as far as could be judged, at a quarter of a mile apart, travelling with immense velocity. They passed over the island near Marsala. In their progress, houses were unroofed, men and women, horses, cattle and sheep, were raised up, drawn into their vortex, and borne on to destruction. During their

passage, rain descended in cataracts, accompanied with hailstones of enormous size and masses of ice. Going over Castellamare near Stabia, it destroyed half the town, and washed two hundred of the inhabitants into the sea, who all perished. Upwards of five hundred persons have been destroyed by this terrible visitation, and an immense amount of property,—the country being laid waste for miles. The shipping in the harbor suffered severely, many vessels being destroyed and their crews drowned. After the occurrence, numbers of dead human bodies were picked up, all frightfully mutilated and swollen.

At Minden in Louisiana a tornado passed over part of Claiborne parish about the latter end of January. It uprooted trees, whirled away fences, and demolished several houses.

On the 8th and 9th of January the British Isles were visited by one of the most severe gales experienced there for many years. Liverpool, London, Glasgow, Belfast and Cork suffered most severely; a great many vessels and lives were lost. The storm was accompanied with violent rain, snow, hail and sleet. The powerful steamer *Nimrod* from Liverpool to Cork was *seventeen* hours in sight of the Tusker light, the storm preventing her from making any headway. The wind was chiefly from the N. and S. E. In London the gale from the S. W. was so violent for two or three hours that the tide was not high enough to float several of the Thames steamers. The rain meanwhile descended in torrents. Under Waterloo bridge the ebb was so great that persons could easily walk across on the bed of the river.

The water level in Lake Superior has been observed to be higher this winter than has been for a long period. At the mouth of Ontonagon river it is sweeping over the marks of its ancient boundaries, and uprooting trees of 20 or 30 years growth. It will be interesting to note the passage of this flood from one lake to the other, until it passes into the St. Lawrence.

At Quebec, the intense cold was preceded by a singular phenomena, which presented itself in the sky about mid-day, on the 9th of January. The sun was surrounded with a large halo, on the east and west borders of which, and directly opposite each other, were to be seen two smaller suns with each a long train of light extending outward through the sky. At the same time a brightly colored rainbow intersected that portion of the circle around the sun which extended through the zenith.

A most beautiful display of Aurora Borealis was visible in Bally Castle, North of Ireland, on the 20th of Dec. From a dusky cloud in the North East, there arose an immense column of electric fluid, which poured fourth its flashes across the zenith and disappeared in the opposite horizon. So quick were the flashes, the eye, at times, was unable to follow their transit. The phenomena might be compared to the tail of an immense comet. At Oquawka (Illinois) on the 18th of January a brilliant phenomena was visible. In addition to the two mock suns, a magnificent luminous arch extended above the true orb, connecting the two others, whilst the faintest possible duplicate image of the whole could be traced outside of it. On the 19th inst., a magnificent Aurora borealis was visible at Toronto.

The greatest severity of cold was not experienced until about the 16th, the 19th, and particularly the 20th January, as the following carefully prepared table will shew:—

At New Orleans, on the 13th, the frost burst a half inch water pipe. This occurrence is considered an extraordinary fact at New Orleans.
 At Boston, U. S., on the 16th, the thermometer was 4° below zero.*
 At Sherbrooke, L. C., on the 16th, the thermometer was 32° below zero.
 At Fort Snelling, Minnesota, on the night of the 17th, the mercury froze solid at 40 degrees below zero.
 At Mobile, U. S., on the 18th, the thermometer fell in about 20 hours from 72° to 9°.
 At Montreal, L. C., on the 18th, the thermometer was 11° below zero.
 At Cayuga, U. C., on the 19th, the thermometer was 25° below zero.
 At Montreal, L. C., on the 19th, the thermometer was 19° below zero.
 At Guelph, U. C., on the 20th, the thermometer was 15° below zero.
 At Queenston, U. C., on the 20th, the thermometer was 16° below zero.
 At Montreal, L. C., on the 20th, the thermometer was from 14° to 25° below zero.
 At Quebec, L. C., on the 20th, the thermometer was 21° below zero.
 At Cincinnati, U. S., on the 20th, the thermometer was 10° below zero.

* The temperature indicated here appears moderate; but when it is recollected that at 3 o'clock on the afternoon of the 15th of January, the thermometer was 40° above zero, and at sunrise, next morning, it had fallen to 1° below; the cold must appear to have been much more intense than that actually indicated by the thermometer.

At New York, U. S., on the 20th, the thermometer was 10° below zero.
 At Lowell, U. S., on the 20th, the thermometer was 10° below zero.
 At Salem, U. S., on the 20th, the thermometer was 20° below zero.
 At Toronto, U. C., on the 20th, the thermometer was 10° below zero.
 At New Orleans, U. S., on the 20th, the thermometer was at 15 degrees.

At New York, on Tuesday, the 20th January, was the coldest day recorded, undoubtedly the coldest for 20 years. On the south side of Long Island, the Atlantic Ocean itself was frozen out as far as the eye could reach. The lowest temperature reached by the mercury in each year from 1840 to 1849, inclusive, ten years, was as follows :—

In 1840, lowest temperature, on January 17th, was 9 degrees.
 In 1841, lowest temperature, on January 4th, was 6 degrees.
 In 1842, lowest temperature, on January 24th, was 14 degrees.
 In 1843, lowest temperature, on February 18th, was 9 degrees.
 In 1844, lowest temperature, on January 29th, was 6 degrees.
 In 1845, lowest temperature, on February 1st, was 11 degrees.
 In 1846, lowest temperature, on February 27th, was 8 degrees.
 In 1847, lowest temperature, on January 24th, was 13 degrees.
 In 1848, lowest temperature, on January 11th, was 8 degrees.
 In 1849, lowest temperature, on January 11th, was 4½ degrees.

Lowest temperature, Tuesday morning, Jan. 20, by same thermometer, 3 above; being 1½ degrees lower than in either of the twelve preceding years. The following is the temperature of the three days, commencing on the 18th; and also, that of the three coldest days in January in 1850 and 1851; taken from the record kept by A. J. Delatour, No 25½, Wall Street :—

	1852.			
	7 A. M.	12 M.	3 P. M.	5 P. M.
January 18th,	15	24	26	17
January 19th,	12	20	23	20
January 20th,	3	13	11	8
	1851.			
January 19th,	16	26	20	27
January 30th,	14	18	18	15
January 31st,	10	23	25	23
	1850.			
January 1st,	17	21	23	16
January 6th,	24	29	30	27
January 28th,	25	32	34	29

On most of the American Railroads the trains ceased running, owing to the immense drifts of snow. On the New York and Erie Railroad six engines were sent (on the 21st of January), from Dunkirk, to force a passage to Hornellville, but could not get through. The snow between Dunkirk and Dayton, (Ohio), was from five to seven feet deep. In New Orleans, the snow was six inches deep—a most remarkable occurrence. At Matajorda, in Texas, the cold weather had killed large numbers of cattle; and in consequence of the excessive cold which has recently prevailed at Stockholm, in Sweden, a great number of dogs have been seized with madness. The Hamburg *Borsenhalle* says they ran about the streets and attacked several persons.

The following is a brief summary of the coldest winters which have been experienced during the last two centuries :—

In 1664 the cold was so intense that the Thames was covered with ice sixty-one inches thick. Almost all the birds perished.

In 1695 the cold was so excessive that the famishing wolves entered Vienna and attacked beasts and even men. Many people in Germany were frozen to death in 1695, and 1696 was nearly as bad.

In 1709 occurred that famous winter called by distinction, the cold winter. All the rivers and lakes were frozen, and even the sea for several miles from the shore. The ground was frozen nine feet deep. Birds and beasts were struck dead in the fields and men perished in their houses.

In the South of France, the wine plantations were almost destroyed, nor have they yet recovered that fatal disaster. The Adriatic Sea was frozen, and even the Mediterranean, about Genoa; and the citron and orange groves suffered extremely in the finest parts of Italy.

In 1716 the winter was so intense that people travelled across the straits from Copenhagen to the provinces of Sema in Sweden.

In 1726, in Scotland, multitudes of cattle and sheep were buried in the snow.

In 1740 the winter was scarcely inferior to that of 1792. The snow lay ten feet deep in Spain and Portugal. The Zuyder Zee was frozen over, and thousands of people went over it. All the lakes in England were frozen.

In 1744 the winter was very cold. Snow fell in Portugal to the depth of twenty-three feet on a level.

In 1754 and 1755, the winters were very severe and cold. In England the strongest ale, exposed to the air in a glass, was covered with ice one-eighth of an inch thick.

In 1771, the Elbe was frozen to the bottom.

In 1776, the Danube bore ice five feet deep below Vienna. Vast numbers of the feathered and finny tribe perished.

The winters of 1774 and 1775 were uncommonly severe. The little Belt was frozen over.

From 1800 to 1812 also, the winters were remarkably cold, particularly the latter in Russia, which proved so disastrous to the French army.

In February 1817, the East River at New York, was so frozen across that persons passed over to Brooklyn on foot.

In January 1821, the East River was similarly frozen.

In January 1852, it was also frozen across.

EFFECT OF SEVERE FROST AT THE NIAGARA FALLS

Empires are said to crumble away. A little more than a year since that portion of Her Majesty's Dominions at Niagara Falls, represented by Table Rock, gave us a specimen of this crumbling, and last week, Brother Jonathan, who never permits himself to be beaten, gave us an exhibition of the same kind, with an improvement. On Sunday afternoon last, a portion of the precipice, near the Tower, on the south side of Goat Island, fell with a mighty crash. This portion extended from the edge of the Island toward the Tower, being about 125 ft. long, and about 60 feet wide, of a somewhat elliptical shape, and reaching from the top to near the bottom of the fall. The next day, another triangular piece, with a base of about 40 feet, broke off just below the tower. But the next great performance was the most remarkable. Between the two portions that had previously fallen, stood a rectangular projection, about 30 feet long, and 15 feet wide, extending from top to bottom of the precipice. This immense mass became loosened from the main body of rock, and settled perpendicularly about eight feet where it now stands, an enormous column two hundred feet high, by the dimensions named above. It is most probable that this column will also fall when the weather becomes warmer. The severity of the winter, and the long continuance of the intense cold, have produced these results. They are splendid exhibitions of the slow, persevering, resistless power of the venerable, white-haired Mr. John Frost. By his freezing process he disengaged these great masses of rock from the kindred stratum, then held them in his cold hand until the genial south wind induced him to relax his hold, and they were precipitated into the chasm below.—*Niagara Falls Paper.*

ACTUAL EXTENT OF THE BRITISH METROPOLIS.—Its present area, according to the census returns, is 44,850 square acres, or about 70 square miles. Upon it are erected 324,611 houses, of which 16,889 are uninhabited; and on the 31st of March, of the year 1851, there were 4,817 houses in the course of erection. In 307,722 houses, there resided 2,361,640 people, or at the rate of 77 persons per house, and the estimated value of property rated for the relief of the poor is about £9,000,000. To have a better idea of the magnitude of the metropolis, compare it with other places or countries. The population of the whole of Ireland, by the last census, was 6,515,794; Scotland had 2,870,784 inhabitants; and Wales, 1,188,821. The great manufacturing counties of Lancashire and Yorkshire contained a population respectively of 2,059,029 and 1,785,680. So that the metropolis contains within its boundaries a population more than one-third as great as that of all Ireland, four-fifths as great as all Scotland, twice as great as all Wales, one-seventh more than Lancashire, and one-fourth more than the entire county of Yorkshire. By the income-tax returns, it appears that the assessed rental of the metropolis amounts to the enormous sum of £12,186,508; but any attempt to estimate the wealth of the metropolis would be useless, and there are no sufficient data whereby to judge. If, however, any one will look at the shipping in the Thames, the immense range of warehouses, the enormous capital of our different insurance companies, the £17,000,000 of bullion in the Bank, the almost incalculable amount of merchandise, the income derived by our several gas and water companies, the number and magnitude of our charitable and benevolent institutions, some faint idea of the wealth of the richest city in the world may be formed, but not realised.

JOURNAL OF EDUCATION.



TORONTO, FEBRUARY, 1852.

ORIGIN OF THE PRINCIPLE OF FREE SCHOOLS IN THE CANADIAN SYSTEM.

We observe that the question of *free schools* is engaging more than an ordinary degree of attention on the part of the public Press, but that an erroneous impression exists in the minds of several writers as to the origin of the principle of free schools in our Canadian system. It is assumed to be of recent date, and peculiar to the provisions of the present School Act; and its introduction has been greeted in one or two instances by the cry of "Socialism," and "Communism"—words which, in this instance are but the symbols of selfishness and egotism. In no countries is private property held more sacred, and more effectually protected than in the countries of free schools,—Prussia, Switzerland and the New England States of America. Socialist newspapers do not exist in any free school state of America; they only exist in states where the system of free schools has not yet formed and developed the popular mind.

But it is a great mistake to suppose that the principle of free schools was first introduced into the present Common School Act in 1850, or that it was first advocated by any Canadian statesman who can be suspected of "socialism" or "democracy." It may be satisfactory to all parties if we state the successive steps by which this great principle has become thus far incorporated into our school system.

We may then observe, that with the first communication the Chief Superintendent of Schools made to the Government after his return from his visit to the United States and Europe in 1844-5, he submitted a draft of a School Bill, providing for the introduction of the principle of free schools. That communication was dated the 3rd of March, 1846. The 5th clause of the 27th Section of that draft of Bill, authorised the Trustees to provide for the support of their school either by voluntary subscription or by rate-bill; and the 6th clause of the same Section defined the manner of levying the rate-bills as follows:—"To fix the rate-bill per quarter, and cause it to be made on all the inhabitants of such school section according to the valuation of property, as expressed in the Assessor or Collector's Roll, who shall allow any one of the Trustees or their authorised Collector of such school section in his Township, Town, or City, to make a copy of such Roll as far as it relates to such school section respectively."

The foregoing provision was accompanied by the following explanatory and argumentative remarks:—

"The next important change which I propose is, that the Rate Bill imposed by the Trustees of each School Section, shall be levied upon the inhabitants of each Section, generally, according to property. It is the inhabitants generally who elect the Trustees; it is for the inhabitants generally that the grant is made; and the same principle, I think, ought to be acted upon throughout the system—all having a right to avail themselves of the School.

"I need not say how just and patriotic is this principle: how important it is for the poor, and especially those (as is often the case) who have large families; how much it would lighten the burthen of supporting the schools; how greatly it would increase the attendance of pupils, and, consequently, the blessings of education, and how strictly then would our Schools be public schools. I may observe, that this system obtains in the States of New England, where there are the best common schools in the United States. It is also the Prussian and Swiss system.

"On the other hand, the evils of the present system of School Rate Bill have been brought under my notice from the most populous Townships, and by the most experienced educationists in Canada. When it is apprehended that the Rate-bill will be high, many will not send their children to the school at all; then there is no school, or else a few give enough to pay the Teacher three months, including the Government part; or even after the school is commenced, if it be found that the school is not so large as had been anticipated, and that those who send will consequently be required to pay more than they had expected, parents will begin to take their children from School, in order to escape the Rate-bill, as persons would flee from a falling house. The consequence is, that the school is either broken up, or the whole burthen of paying the Teacher falls upon the Trustees, and often a quarrel ensues between them and the Teacher. I have been assured, by the most experienced and judicious men, that it is impossible to have good schools under the present system of Rate-bill. I think the substitute I propose will remedy the evil. I know of none who will object to it but the rich, and the childless, and the selfish. Education is a public good; ignorance is a public evil. What affects the public ought to be binding upon each individual composing it. In every good government, and in every good system, the interests of the whole society are obligatory upon each member of it."

The important clause of the Bill thus recommended, was approved by the conservative administration to which it was submitted, and strongly advocated by Mr. Attorney General (now Judge) DRAFER, but was opposed and lost in the Legislative Assembly by a majority of 4 or 5. It was the poor man's clause, and the clause of the enlightened patriot; and the loss of it inflicted great injury upon the common schools, besides involving Trustees in great perplexities and embarrassments. But the principle thus first submitted to the consideration of the Government and Legislature in 1846, was again submitted on the 27th of March, 1847, in the Draft of a School Bill for Cities and Towns, and to the School Act of the year previous, so far as to authorise Municipal Councils, on the application of Trustees, to provide for the entire support of a School Rate upon property. The draft of Bill containing these provisions was first submitted to the Hon. H. SHERWOOD, the Attorney General, and the Hon. J. H. CAMERON, the Solicitor General, and the principle of the provisions referred to carefully explained. These gentlemen both pronounced the principle just and patriotic; the Bill was introduced into the Legislative Assembly by the Hon. J. H. CAMERON, and passed without opposition. The two sections of the Bill containing the provision for free schools, were accompanied by the following remarks—remarks as applicable to the general questions of free schools now as they were in March, 1847:—

"The Ninth and Tenth Sections embody an important principle which lies at the very foundation of a sound system of public instruction, and which is essential to the *universal* education of any country—it is the principle of school *Rate-bill*, as well as school *Assessment*, according to *property*, both in town and country. In my communication of the 3rd of March last, I dwelt at some length on the importance of this principle, and referred to the testimonies of experienced educationists in different parts of Upper Canada as to the impossibility of ever having good Schools, much less rendering them accessible to all the youth of the land, under the past and present system of school *Rate-bill*—a system which has never been admitted in the State of Massachusetts, where common school education is nearly, if not quite, universal among the poorest classes of the community. The principle embodied in the ninth and tenth sections of the accompanying draft of bill was embodied in the original draft of the common school Act—was sanctioned by the late Governor General in Council, and was advocated in the House of Assembly by the Honourable Attorney-General Draper; but the proposition being new, and being apparently misunderstood by some, and coming in contact with wealthy selfishness, was lost by a small majority. But since the last Session of the Legislature, several District Councils have expressed themselves in favour of this principle, and the subject has repeatedly been brought before me by Trustees. The principle of school-rate according to property is recognized and acted upon in respects to Assessments imposed by each District Council for the raising of a moiety of the school fund, and for the erection of School Houses; but in

the practical part of the school system, where the operation of the principle is most important, it does not obtain. All that is done by the District Councils will answer no practical purpose, if the Trustees do not furnish and keep the school house comfortable, and employ a proper teacher, and provide for the payment of his salary. This the trustees cannot do, as a general rule, as long as they are thrown upon chance and caprice and selfishness for the resources necessary to fulfil and satisfy their engagements.

"The circumstances of trustees, as the law now stands, are as follows:—They can seldom engage a competent teacher without agreeing to pay him a stipulated salary, and generally by the year. Very few good teachers will agree to depend upon the chance fees of tuition arising from the chance attendance of pupils, for the principal or a large part of their salaries. But upon such chances either the teacher must depend for the chief part of his means of his support, or the trustees must depend for the chief part of the means necessary to enable them to pay the teacher and support the school; for they have no resource but voluntary subscription or rate-bill upon the parents who may please—and only as they may please—to send their children to the school. Thus trustees, in order to establish and maintain a good school, must agree to pay a stipulated sum per quarter, or per year; but they have no certain resources beyond their own private means to rely upon to enable them to pay the sum stipulated.

"That the resources arising from the imposition of rate-bills upon parents voluntarily sending their children to the school are insufficient, and that this system is detrimental to the interests of the schools and of the youth of the community, will be obvious from the following considerations, which have been repeatedly brought before me as facts in the form of complaints and applications for counsel and advice:—When it is known that a considerable sum will be required to repair the school house and make it comfortable, parents in many instances, desist from sending their children until after the completion of the repairs, so as to avoid being rated for the payment of them. One of the evils attending such a proceeding is that the children of such parents are deprived of a quarter's instruction in the school. Another evil is, that the refusal of some parents to bear a part of the expenses of repairing and furnishing the school house imposes a heavier burden upon those who do send to the school, and sometimes prevents so many others, that the trustees are compelled either to leave the house unrepaired, and continue to occupy it when utterly unfit for use, or resort to voluntary subscription to get means to make the most needful of such repairs. To avoid these inconveniences and evils, trustees have, in numerous instances applied to their District Council to exercise the powers conferred upon it by the Common School Act, to impose an Assessment upon their sections for school-house repairs and furniture; and I have advised them to do so. This however, is an exceedingly inconvenient and round about proceeding to obtain the application of the principle which is embodied in the ninth and tenth sections of the annexed draft of Bill.

"But another consideration, evincing the evil of the present system of school rate-bill is, its pernicious influence upon the school after its establishment. It involves a present pecuniary inducement to every parent to keep his children from the school. Many parents in narrow circumstances are influenced by this motive, and desist from educating their children; indeed I have been informed of numerous instances of poor men with large families being compelled to do so. Again, many parents possessing ample means to educate their children are indifferent in respect to it. Not having had the advantages of early education themselves, they think their children can do as they have done. A slight pecuniary inducement will, therefore, prevent them from sending their children to the school. These same considerations will also induce many parents to withdraw their children from the school, on slight grounds of offence or inconvenience. The withdrawal of every pupil from the school involves the necessity of imposing an additional amount of rate-bills upon those who continue to send their children to the school, and furnishes, therefore, an additional inducement to them to remove their children also. And towards the close of the year or term of the teacher's engagement, if it be found or apprehended that the rate-bill must be increased in order to pay his salary, many parents remove their children from the School. Others take the alarm; and I have been informed of instances in which the school has been nearly abandoned, and the trustees have been involved in the most painful embarrassment. Then the trustees, perhaps, blame the Teacher for this diminution in the attendance at the School, and refuse to pay him his stipulated wages. I have been appealed to on several occasions to settle disputes arising out of such circumstances. To anticipate and prevent these difficulties, as far as possible, Trustees have, in some instances, before engaging a teacher, gone about among their neighbours with a view of getting them voluntarily to subscribe a sufficient amount to pay his salary. In some instances they have partially succeeded; in other instances they have been able to induce but a few to join with them in such an obligation. But, in many instances, the employment of inferior teachers, upon terms such as a competent teacher would not agree to, has been the result.—Now, the whole tendency of such a system is as pernicious to the feelings, views, and mental habits of all parties concerned, as it is fatal to the character and interests of the common schools.

"Of the effect of this unpatriotic system upon the aggregate attendance of children at our common schools, some opinion may be formed from the fact, that the average number of children taught in them is *rather more than fifty per cent. less than in a neighbouring State*, where the principle of rate-bill according to property—instead of according to attendance—obtains. To leave children uneducated is to train up thieves and incendiaries and murderers; and it is the interest and duty of both the Government and every honest member of the community, to aid in the prevention, as well as punishment, of crimes and their kindred vices. For the Government, or Province, with resources at its command, to refuse or neglect to afford means of subsistence to starving and famishing multitudes, would be justly recorded as a public crime and disgrace. But, is it a less crime, and a lighter disgrace, to subject by neglect hundreds and thousands to intellectual starvation and the pestilence of crime and misery which follow in its train? Yet, at the present time, *more than one-half of the children of Upper Canada, of school age, are not in attendance at any school!* But place the poor man on a level with the rich man in the divinely ordained means of such instruction for his children as will *qualify and dispose* them for their duties in the social system; let the poor man feel that by paying his penny of school assessment, his children have as good a right to the

school as those of his wealthy neighbour who pays his thirty shillings, and how many will be seen crowding to the school of knowledge and virtue from that very class of the community from which our goals and prisons are now filled. Compel the unfutured and misguided parent to pay his quota for the actual operations of the school, and a door of instruction will be opened to his children which, otherwise, parental ignorance and selfishness would shut against them; and their natural rights and best interests will thus be protected and secured during the period of their childhood and helplessness, and they will not grow up barbarians and nuisances in the community. Require every man to pay for a necessary common school education according to the property which he has acquired and enjoys in the country, and you lighten the burthen of supporting the common schools from those parents who are educating their families; you remove the strongest temptation to keeping children from the school, and furnish every parent with an additional and direct inducement to send his children to the School; you remove all contention between parents and trustees and Teachers, on account of the present system of rate-bills and subscriptions according to attendance; you relieve trustees of the most perplexing part of their duties, and place both them and the teacher in a position more agreeable and more efficient in regard to the character and interests of the School; you provide means for obtaining better and more regular salaries for school teachers, and at less expense to each of the parents now sending children to the common school, and thus insure a better class of teachers; you open the school house door to every child in the land, and thus lay the foundation for a virtuous, intelligent, and prosperous community.

"Such are the objects contemplated by the *Ninth* and *Tenth* Sections of the accompanying draft of Bill; and, should they become law, I most truly believe that they will produce a greater improvement in the common Schools and in the diffusion of common school education than any educational enactment which has yet taken place in this Province. In connexion with the influence of our divine Christianity, I can conceive of no greater blessing to coming generations of Canada than the incorporation into our school law of the principle which I here advocate, and which is thus summarily expressed by the Massachusetts Board of Education in their Annual Report for 1845: 'The cardinal principle, which lies at the foundation of our educational system is, that *all the children of the State shall be educated by the State*. As our Government was founded upon the virtue and intelligence of the people, it was rightly concluded by its framers, that, without a wise educational system the Government itself could not stand; and in ordaining that the expenses of educating the people should be defrayed by the people at large, without reference to the particular benefit of individuals, it was considered that those, who, perhaps, without any children of their own, nevertheless would still be compelled to pay a large tax, would receive an ample equivalent in the protection of their persons and in the security of their property.'"

It was thus in 1847 that the principle of *free schools* was recognized in the School Law of Upper Canada. So strongly did the Hon. H. SHERWOOD (then Attorney-General) view the question, that the clause in the original draft of the City and Town School Amendment Bill authorizing the Board of Trustees in each city and town to impose a rate bill on parents sending children to School, was, at his suggestion, struck out, and the whole amount required for the support of schools to be raised by Municipal assessment on property. The only school rate-bills therefore paid in cities and towns from 1847 to 1850, were *voluntary*, and not authorised by law, but by special subscription. But as the members of the Board of Trustees in each city and town were appointed by the Council, and not elected by the inhabitants,—forming merely a Committee of the Council for educational purposes, the Council—(elected for other purposes) approving or disapproving of all school estimates and expenditures, there was not sufficient responsibility on the part of either the Board of Trustees or Council to secure proper attention to, and efficiency in the management and interest of schools. It was an important step in advance upon the old city and town system; and in some towns (such as the Town of London) where the Municipal Council took a deep interest in the subject, the progress was conspicuous beyond all precedent. In the Counties some forty or fifty schools were made free in various parts of the Province; but it was obvious that it was too great a burden upon Trustees to require them to go to the County Council, and often encounter much opposition and disappointment, to get a free school; and there was too much disunion of authority and responsibility, and too little direct responsibility to public, in cities and towns, to render the Common Schools efficient, and to establish a gradation of them adapted to the several ages, attainments, and educational wants of the different classes of pupils. To remedy these defects, in some measure, the present School Act, passed in 1850, provides for the election of Trustees in cities, towns, and incorporated villages, by the taxable

inhabitants, and makes the Trustees thus elected the municipal authority of each city, town and incorporated village for all school purposes. The Act also invests each school section with power to provide for the support of its own school in its own way, without any application to any Municipal Council whatever.

Such are the provisions of the present School Act in regard to free schools; the chief defect of which is, not giving Trustees of school sections the same authority to decide upon the manner of supporting their schools as is given to Trustees in cities, towns, and incorporated villages—the electors deciding upon the kind of schools they desire by the men they elect as their Trustee Representatives, but investing the Representatives of school sections with the same discretionary authority to act in the school matters for which they are elected, as is possessed by members of Municipal Councils and of the Provincial Legislature in regard to the objects for which they are elected.

Two remarks may be made in regard to the foregoing statements and references. The one is, that the principle of free schools is not peculiar to the present School Act or to any one political party in Upper Canada; but it has been introduced into two successive school acts and sanctioned by two successive administrations of government of different parties. The other remark is, that in neither Act of the Legislature has it been proposed to compel any school section or municipality to provide for the support of its school or schools in any particular manner, but simply to give the electors in each school division the power of local self-government in the matter.

In the recent discussion of the question, we have seen no answer to the arguments by which the free school provisions of the law were first submitted to the government and Legislature.

OFFICIAL ANSWERS TO QUESTIONS PROPOSED BY LOCAL SCHOOL AUTHORITIES.

Since the commencement of the last month, nearly five hundred letters have been received at the Upper Canada Education Office, at Toronto; and most of these letters involve legal questions. To lessen the increasingly onerous correspondence of the Department, and to consult the convenience of many parties, we have thought it advisable to select and insert in this and the following numbers of the *Journal of Education*, a score or two of the hundreds of answers which have been given by the Chief Superintendent to letters of local school authorities involving questions and proceedings under the school law. We will number them for convenient reference by parties concerned.

NUMBER 1.

A Townreeve inquires as to whether a Township Council can alter the boundaries of school sections without the actual consent of the majority of the inhabitants of the several school sections concerned,—remarking that if such were the case, no alterations would ever be made, however necessary, as a majority of one or other of the Sections concerned would always be opposed to such alteration. He also wishes to know whether trustees can levy and collect a rate, after the adoption by the majority of a school meeting of a resolution against “all taxation,” in order to prevent the trustees from keeping open a school longer than the public school fund would defray the expenses of it. The following is the answer to his questions:

“The object of the 4th clause of the 16th Section of the Act was not to deprive a Township Council of the power of *altering* the boundaries of any school section without the consent of the majority of such school section; the object of the Act was to prevent changes from being *clandestinely* made in the boundaries of school sections, without giving all parties concerned notice of any alteration or alterations proposed, that they might have an opportunity of putting the Council in possession of all they might wish to say for or against such alterations. But after all parties have thus had an opportunity of a fair hearing, the Township Council has authority to make any alterations in the boundaries of School Sections it may judge expedient, provided such alterations take effect only at the close or on the 25th December of each year, so as not to derange the calculations or proceedings of the Trustees in the course of the year. The only case in which the formal consent of the majority of the inhabitants of School Sections is re-

quisite in order to an alteration in their boundaries, is in uniting two or more Sections into one.

“2. In reply to your second question, I remark that the last part of the resolution of the School Section meeting which you enclose, containing the words “and no taxation,” is null and void, and of no more effect than if it had not been adopted; as the last part of the 7th clause of the 12th Section of the School Act expressly authorises the Trustees to levy any additional rate they may think necessary to pay the balance of the school expenses; and this rate, as the Attorney General has decided, cannot be merely on parents sending children to the school, but must be on *all the ratable property* of the School Section. I refer to what I have said on the powers of Trustees, &c. in the *Journal of Education* for October, 1851, p. 162, and for December, p. 183.”

NUMBER 2.

A majority of a School Section meeting, adopted a resolution in favour of supporting their School by taxing every man in the Section according to the number of his children between the ages of 5 and 16 years; a local Superintendent inquires if such a tax is lawful. The following is the answer returned:

“It is contrary to law to levy a rate on children of school age without regard to their attending the School; or, in other words, to tax a man according to the number of his children between 5 and 16 years of age. The School Act authorises three modes of providing for the expenses of the school—namely, voluntary subscription, rate bill on parents sending children to the school, and rate on *property*; and if the sum authorized by either of these modes of supporting the School be insufficient to defray all the expenses incurred by the Trustees, they then have authority, by the latter part of the 7th clause of the 12th Section, to levy any additional rate on the *property* of the whole Section, (not, as the Law Officer of the Crown has decided,—merely on parents sending children to the school) to provide for the payment of such expenses. I refer you to what I have said on this subject in the *Journal of Education* for December, p. 183, also in the number for October, p. 152.”

NUMBER 3.

A local Superintendent proposes eight questions, the import of which may be inferred from the following answers to them:

“1. If the Trustees of a School Section do not keep open their school, though abundantly able to do so, the constituencies that elected such persons as Trustees must suffer the consequences of their conduct, like the constituencies of an unfaithful member of Parliament or of a Municipal Council.

“2. The 4th clause of the 18th Section of the Act states the way, and the only way, in which School Sections can be divided and their school house property be disposed of.

“3. The electors who neglect to attend the annual school meeting of their Section, have no just reason to complain of any decisions of such meeting, any more than electors who neglect to vote at the election of a Councillor or Member of the Legislature, have just reason to complain of the result of such election. But by the 12th clause of the 12th section of the Act, Trustees, if they think proper, can call a special meeting for any school purpose whatever.

“4. & 5. All that an annual school meeting has power to do, is enumerated in the several clauses of the 6th Section of the Act. All else that an annual school meeting may resolve to do, is null and void, as if it had not been done. The Trustees alone, and not any public meeting, have the right to decide what Teacher shall be employed, how much shall be paid him, what apparatus shall be purchased, what repairs, &c. shall be made, how long the school shall be kept open; in short every thing that they may think expedient for the interest of the school. See clauses 4 and 5 of the 12th Section. No special school meeting called by the Trustees (and no body else has the right of calling a special school meeting) has a right to decide or discuss any other matter or matters than such as are specified in the notice of the Trustees calling such meeting, as provided in the 12th clause of the 12th Section.

“6. Each Union School Section is to be regarded as a Section of the Township within the limits of which its school house is situated, and to receive its apportionment from such Township only. The only exception is, where the children of school age in any such Section were reported for 1850 partly to the local Superintendent of one Township and partly to the Superintendent of

another. In any such case, the apportionment was made by this Department to each such Township accordingly; but in all cases where the children in Union School Sections were reported for 1850 to the Superintendent of one Township only, the apportionment for 1851 must be made by the Superintendent of such Township including both parts of the School Fund. This year and in time to come, there will be no exception to the general rule.

"7. The father of whom you speak had no right to vote at the school meeting to which you refer. If he had *rented* the house of his son, and occupied it, he and his son would have both had a right to vote—the one as *householder*, the other as *freeholder*. But the father was neither; he was only an inmate in his son's house."

NUMBER 4.

Some persons in a School Section objected to paying their School rate because the Trustees included in it the sum necessary to pay for certain school apparatus, though a public meeting had voted in favour of purchasing it. The Trustees inquire if they can enforce the payment of the rate. The following is the answer to their inquiry:

"You have ample authority to include the expense of your School Apparatus and all other expenses of your School in the rate on property which you propose to assess; nor was it necessary for you to call a meeting in regard to the purchase of the apparatus, as the 4th and 5th clauses of the 12th Section of the Act leave all such matters to the discretion of the Trustees, as the representatives of their School Section."

NUMBER 5.

Several persons in a School Section refused to pay the School rate levied by the Trustees, because they had not called a meeting to get its sanction as to the amount of the Teacher's salary and other expenses incurred in support of their School. The Trustees ask whether they had proceeded according to law. The following is the answer to their inquiry:

"The majority of the Trustees of any School Section have the right to decide what expenses they will incur for School Apparatus, salaries of Teachers and all other expenses of their School, as you will see by referring to the 4th and 5th clauses of the 12th Section of the School Act. The Trustees are not required to refer to any public meeting whatever as to the nature or amount of any expenses they may judge it expedient to raise to promote the interests of the School under their charge; they have only to leave to the decision of a public meeting the manner in which such expenses shall be paid, and then if such meeting does not provide adequate means to defray the expenses incurred, the Trustees have authority by the latter part of the 7th clause of the 12th Section of the Act to provide for the balance of such expenses by *assessing* the property of their Section."

(TO BE CONTINUED.)

OFFICIAL CIRCULAR TO CERTAIN LOCAL SUPERINTENDENTS—REMARKS AND SUGGESTIONS.

SIR,—I have the honour to acknowledge the receipt of your Report of the Schools under your superintendence for 1851; but it is so defective, that I herewith return it to you with its inaccuracies noted in pencil, that you may prepare it on the accompanying blank sheets, according to the provisions of the Act and the instructions authorized by it, as you alone have or can procure the data by which the defects can be supplied, and as I am resolved to spare no pains to make my annual statistical returns trustworthy.

There can be no reasonable excuse on the part of any local Superintendent for transmitting to this Department a defective report, as he has the means, and as I have provided him with every convenience and facility in my power, to secure correct and full returns from Trustees, and prepare his own report with accuracy and completeness. The local Superintendent is not authorised to pay the last instalment of the Annual School Fund to any School Section until he receives a *satisfactory* report from such section for the previous year: and I, instead of merely complying with the requirements of the law to prepare forms according to which local Superintendents and Trustees may prepare their reports, have actually furnished them with blank reports themselves, and plain directions printed on them for filling them up in every particular. The local

reports, therefore, cannot be defective except from negligence or indifference. In all cases where I fail to obtain local reports fully and accurately prepared, I have resolved to forward copies of the correspondence and statement of the circumstances to the Clerks of County Councils within whose jurisdiction such omissions have occurred, that such Councils may provide against their recurrence.

I have the honor to be, Sir,

Your obedient Servant,

E. RYERSON.

EDUCATION OFFICE, Toronto, 9th Feb., 1852.

In connexion with the foregoing Circular, we would direct the special attention of local Superintendents to the following explanatory remarks, on the more important headings of their Annual School Reports. We regret that inattention on the part of local Superintendents to the very plain directions, printed at the foot of their own and the Trustees' Blank Reports, has in so many instances compelled the Chief Superintendent to return several local Superintendent's Reports for correction and explanation. We hope that those Superintendents who have not yet transmitted their Annual Reports to the Education Office, will spare no pains or trouble to make their returns as accurate and complete as possible, so as to obviate the necessity of incurring additional labour and expense of postage in returning them for correction. The Reports should be transmitted in as light an envelope as possible, and without filling up the blanks on the back of sheet C.

EXPLANATORY REMARKS AND SUGGESTIONS

FOR THE GUIDANCE OF LOCAL SUPERINTENDENTS IN COMPILING THEIR ANNUAL REPORTS.

[The following remarks would, under other circumstances, have been unnecessarily minute; but having invariably observed inattention to, or misapprehension of, parts of the Annual Report, by some local Superintendents, we have thought it advisable to be thus particular.]

I. SCHOOL MONEYS.

1. Moneys available for Teacher's salaries consist of (1) the Legislative School Grant, (2) Municipal Assessment, (3) School Section Assessment, Rate Bill or Subscription, and (4) amount received from other sources: such as grants from balances appropriated under the authority of the 5th clause of the 35th section of the School Act, or special grants made by Municipal Councils, in accordance with the 1st clause of the 27th section, &c. All these sums, whether actually collected or in the course of collection for the payment of the Teacher's Salary, should be reported *in full*, in order to complete the financial report for the year.

2. Amount paid Teachers. Under this head should be given the amounts paid or which should have been paid to Teachers for the year ending at the date of the Trustees' Report.

3. Balances unappropriated consist solely of moneys apportioned during the year, but which have been forfeited by reason of non-compliance with the provisions of the school law; and any sums which may have been raised over and above the amount required to pay the Teachers' salaries.

4. As the sum total of the moneys enumerated above (No 1) constitutes the funds available for the payment of Teachers' salaries, the amount actually paid or to be paid Teachers, and the balance unappropriated (if any) should exactly agree with that sum total. The annual salary of Teachers should be equal to the amount paid them, as compared with the time during which the Schools have been kept open during the year. All moneys apportioned, whether paid or not, should be reported in the column for total amount received.

II. SCHOOL POPULATION AND PUPILS.

5. Whenever the number of pupils attending a School exceeds the number of children of the legal school age, resident in a School Section, the excess—arising from the admission of pupils from other sections, or of pupils over 16 years of age—should be noted and explained.

6. The number of pupils between the ages of 5 and 16 years, the indigent or non-paying pupils (if any) and those over 16 years, should be equal to the total number of pupils on the roll—distinguishing the sexes.

7. The average attendance of pupils is one of the most important items of information in the report, both to the Superintendent himself and to this Department, and should be correctly ascertained and stated. The average attendance of boys and girls should make up the total of the average attendance of pupils,—in Summer or in Winter; and, as a matter of course, should be less than the total number of pupils on the roll. [For mode of determining the average attendance at a School, see *Journal of Education* for June, 1851, page 88.]

8. In reporting the number of pupils in the various branches of study, the highest number, at any one time during the year, in each branch should be given.

III. BOOKS USED IN THE SCHOOL.

9. The information sought under this head must be compiled from the Trustees' reports and the local Superintendent's notes, taken during his visitations, and should be as accurate as possible. [See xvth section of the School Act.]

IV. MODES OF INSTRUCTION.

10. The local Superintendent will find an explanation of the different modes of instruction on page 9 of the Chief Superintendent's Annual Report for 1849.

V. TEACHERS AND THEIR SALARIES.

11. Certificates of qualification being divided into three classes, and the local Superintendent being a member of the Board authorised to grant such certificates, no difficulty need be experienced in accurately filling up the several columns under this head.

12. The annual salaries of Teachers can be correctly estimated by comparing the amount paid or to be paid Teachers, with the number of months during which the School has been kept open in each Section, or from the direct report of the Trustees who employ them.

VI. CHARACTER AND DESCRIPTIONS OF SCHOOLS.

13. The classification of the Schools rests with the local Superintendent, who will be guided in his judgment by the class of the certificate held by the Teacher, and by the results of his own observation at the Quarterly Examinations, Visitations, &c. The programme for the examination and classification of Teachers, adopted by the Council of Public Instruction, will form a proper standard in this case.

14. Separate or denominational Schools should be accurately reported, distinguishing the religious faith of either kind.

15. Free Schools should be correctly reported under their appropriate head on sheet C.

16. Union School Sections should be invariably reported in the Township in which the school-house is situated, and in no other.

17. Local Superintendents should report all School Sections which may have kept open a School either for six months or for a shorter period. The School Law and instructions will, however, be their guide in apportioning and paying the School Fund to such Sections the ensuing year.

VII. KIND AND CONDITION OF SCHOOL HOUSES.

18. All the items under this head can be compiled from the Trustees' Reports, or probably, with more exactness from the memorandum taken by the local Superintendent at his quarterly visitation. Great inaccuracy has characterized these returns heretofore. It is important that the information here sought should be correctly reported, in order to ascertain the nature and extent of the defective character of our School accommodation. A knowledge of an evil is the first step towards its removal.

VIII. OTHER INFORMATION.

19. The exact character of the other items of information sought for in the report is so apparent, that local Superintendents can experience no difficulty in reporting them accurately. "School Visits," "Apparatus," and "Miscellaneous," are the most important heads.

A PHILADELPHIA POETESS CONFOUNDED WITH THE AUTHOR OF "PARADISE LOST."

We have pleasure in inserting the following communication, in justice to the fair author of "Milton's Prayer of Patience," and as a curious incident in the history of literature. We have not the Oxford Edition of Milton's Works referred to, and cannot, therefore, say whether the verses in question are contained in that edition or not.

To the Editor of the Journal of Education for Upper Canada.

DEAR SIR,—In the December number of the *Journal of Education* you have published a piece of poetry entitled "*Lines by Milton in his Old Age*," and stated that they were published "in the recent Oxford Edition of Milton's Works."

These beautiful lines have been attributed to MILTON by many American journals, and to my knowledge by one English Journal at least; and may have appeared in a recent Oxford edition of Milton's Works, although I cannot find on examining recent catalogues of English publications that such an edition of Milton's Works has been published.

My object in addressing this communication to you is to put you right as to the authorship of this piece, which was written by Miss Elizabeth Lloyd, a native and resident of this city. It appeared originally in the "*Friends' Review*" for 1st month (January) 1st, 1848, (which number I send you herewith); the title being "Milton's Prayer on Patience."

In a subsequent number of the Journal referred to, for 11th month (November) 11th, 1848, (which I also send you) a correspondent, who is a friend of mine, in a note to an article on Milton's blindness, states, that the piece has appeared in the "*London Friend*" of 10th month (October) 1848, the editor of which periodical stated that it was forwarded "by a correspondent, as taken from the Oxford Edition." The correspondent of the "*Friend Review*" then continues his remarks, stating that "there must be some misunderstanding with the London Editor, or his correspondent, as that beautiful poem was written by a gifted friend, E. L. Junr., of this city for '*Friends' Review*.'"

If you are in receipt of "*The National Era*" published at Washington, D. C., you will find in the number for December 25th, 1851, the following remarks by J. G. W. (the American poet, John G. Whittier.) "The remarkable lines published in the "*Era*" a few weeks ago, purporting to have been written by Milton, in his old age and blindness, and published as such in the carefully prepared

Oxford Edition of his works, were the production of an American writer, Elizabeth Lloyd, of Philadelphia, the knowledge of whose authorship has been hitherto almost entirely confined to the circle of her personal friends. The fact that the mistake of attributing them to Milton has been made by competent judges and admirers of the Bard of Paradise, is certainly no slight compliment to their real author." Very respectfully, yours, &c.

B.

Philadelphia, January 19th, 1852.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The question of Free Schools has continued to excite the greatest possible interest since the recent School Elections. In Toronto, Niagara, Brockville, Port Hope, Chatham, Chippewa, Perth, St. Thomas and other places the discussion has been most animated. In some of these places the benefits of free education, supported by a general rate upon property has been withheld; in other places the majority of the school electors, rich and poor, have nobly resolved unitedly to sustain, according to their means the greatest, the most humane and the most efficient system of police ever instituted by any people. Would that the spirit of the early pilgrims of New-England were more widely diffused among the early settlers of Canada, not only in their affectionate solicitude to contribute "a peck of corn" and their "rent of a ferry" but in the correct appreciation of the true standard of excellence to which each school should be elevated! We warn the friends of free schools that the most effective argument which the opponents to the cause will urge against them will be that, while the cost of education has been increased and diffused, the character of the school houses and the efficiency of the schools and teachers have not been improved or promoted in a corresponding degree—that the results of the free school system as compared with the old system have not equalled the expectations raised. . . . The system of Free Schools is attracting some attention in Prince Edward's Island through the press, and Canada is referred to as an authority. . . . The *Western Planet* of the 27th ult. contains a valuable lecture on Free Schools recently delivered by Dr. Cross, local Superintendent of Howard, &c. In meeting the objection that the free school system is but a theoretical one, he thus remarks:—"Tell me not that this is mere theory, unsupported by experience. You ask me for proof. Come with me and visit those schools supported by property taxation and see and bear witness for yourselves. Last year the rolls presented an average of from 15 to 20. Now the benches are crowded; no child in the section but is there; and there you will find even those of maturer years mixing with the young, and endeavouring to make up for early deficiencies; and thus, high and low, rich and poor, concentrate their energies and exertions in the maintenance of a common cause and in giving to their children the benefits of a good elementary education." . . . In the *Planet* of the 20th ult., Dr. Cross' Annual Report to the Warden of the County is published. It is devoted to the following subjects:—1. School Sections. 2. School Houses. 3. Qualification and classification of Teachers. 4. Mode of supporting schools. 5. Books used. 6. Libraries. 7. The *Journal of Education*. The Report is a highly interesting document. . . . The Board of Trustees of the town of London in their recent Annual Report state that "during the past year (1851) the free school system has been in operation, and with the best results. * * * In order to see the full advantages of the free school system over that which it superseded let us compare the attendance during the past year with the former one and we shall find that while the expenditure was almost equal, the attendance was actually doubled!" . . . A correspondent of the *Daily Colonist* states, that the freeholders and householders of school section No. 2, in the Township of York, decided at the annual school meeting, by a large majority, that the school of their section, should be free from any charge, or invidious distinction. He also notices, the erection of a very substantial and commodious new school house in this section, highly creditable to, and worthy the respectable and wealthy neighbourhood, of whose liberality and enlightenment it is a proud memento. . . . A correspondent of the *Guelph Advertiser* from school section No. 1, Township of Erin, says the result of the adoption of the system in that section has been a great increase in the attendance, and that in spite of grumbling, at the annual meeting there were three to one in favour of its continuance. . . . A correspondent of the *Huron Signal* in Stratford gives the result of a trial of a Free School system in that village during the past year. In 1850, the average attendance was 70, in 1851, 90. The result was so satisfactory to the rate-payers that a resolution in favour of the continuance of the system was unanimously adopted at the annual meeting. It was also resolved to build a large brick school house to accommodate both the male and female scholars. . . . The *Western Progress* states that

at the Annual School Meeting in the town of Woodstock, a unanimous vote was passed authorizing the levying of the sum of £250 by tax for the support of schools for the current year.... George Buckland, Esq., has been appointed Professor of Agriculture in the University of Toronto, by His Excellency the Governor General.... The opening lecture of the Law Faculty of Trinity College was delivered on the 2nd inst. in Osgoode Hall by Professor J. H. Cameron, Q. C. The subjects of the Lecture are, 1. Real Estate; 2. Contracts; 3. Equity Jurisprudence.... The Senate of the University of Toronto, at their meeting on the 30th ultimo, passed a statute to abolish matriculation fees in the Institution, and all fees upon the granting of degrees to regularly matriculated students; and also to reduce the fee in the Faculty of Arts from £4 to £1 per term, or (there being 3 terms annually,) from £12 to £3 per annum. The fee in the Faculty of Law is reduced to £1 for the year.... The examination lately held at the Three Rivers Academy appears from the local papers to have been highly creditable to the ability and efficiency of the master, Mr. G. Lanigan.... As a gratifying indication of the proper appreciation of the valuable services of Local Superintendents, we have pleasure in stating that at the recent session of the Municipal Council of the United Counties of Wellington, Waterloo & Grey, the Council fixed the salaries of Local Superintendents in the Counties of Wellington and Waterloo at one pound five shillings per school; and in the new County of Grey at one pound ten shillings. The minimum salary of Local Superintendents fixed by the statute is one pound per school.... The enterprising inhabitants of the town of Chatham, C. W., are wisely providing the most ample accommodation for the education of the youth. A school house has been erected, on the free school system, sufficiently large to contain between 500 and 600 scholars.

Consecon School.—An interesting examination of the pupils of the united Grammar and Common Schools at Consecon, Prince Edward County, took place some time since. It continued for several hours and was most satisfactory to the visitors present, reflecting credit alike on the ability, industry and perseverance of the master, Mr. Strachan and his son—who is assistant teacher. From the reputation Mr. Strachan had obtained as Superintendent of Schools in the Midland District, I was induced to expect a very interesting display of his abilities as a teacher—nor was I disappointed. In Latin and French the students exhibited such a knowledge of the rudiments and aptness in translating that I could scarcely credit the information that but four or five months had elapsed since Mr. Strachan was installed as principal, and had the preparing of his pupils for the exhibition I was then witnessing. The pupils were examined in the several subjects treated of in the National Readers, and young and old—from the child of four or five to the youth of 16 or 18, showed that the care and attention of their instructors was not unappreciated or unproductive. In geography I was pleased to see that Canada held the most prominent position, although the changes lately made in her territorial divisions was not noted. It is a matter of regret that while every other country has its history and geography and map, our own has to trust to the unaided talent of the teacher to supply what information we so readily furnish of others. During the examination several dialogues were introduced and pieces recited which added greatly to the interest of the exhibition—some of which had a direct reference to the object of the institution—the advancement of education and the necessity of each and every one aiding in the diffusion of knowledge. I cannot conclude without bearing my testimony to the ability and talents of Mr. Strachan, junr.—a young man of 17. He is teacher of the common school department, and occasionally assists his father in the management of the grammar school. I was informed that he and a student of the Normal School were the only teachers who received first class certificates at the examination of the County Board; and from the tact he displayed and the manner in which he conducted the examination—(for he was the principal examiner)—I am persuaded that with such instructors the youth of Canada cannot but advance in intelligence.—[Communicated.]

Education and Free Schools at Perth.—The annual election of two Trustees, in the room of the two retiring Trustees, for the town of Perth, commenced on Wednesday last, and has resulted in the re-election of Messrs. Kelloek and Fraser, a fact somewhat significant under the circumstances. Our town is one of those, having a board composed of six Trustees representing the municipality, two of whom annually retire according to lot. The whole six members of the board were elected in 1851, on the Free School ticket on a regular poll of the voters; and when the fact is stated, that during the past year, owing to special circumstances, no less a rate than 1s. 5d. in the £ has been levied for school purposes, at the instance of the Board, no doubt can be entertained as to the desire of the Perth people to enjoy the privileges of a good school system. Unlike the old school meetings, which were attended sometimes by four or five persons, the annual meetings now are attended by a large number of the tax payers. The accounts for the past year, in detail, were read in the Court House to all present, and every information afforded which was desired,

by Mr. Brooke, chairman of the meeting, and by Mr. Davis, the chairman of the Board of Trustees. Mr. Buell, of the Grammar School Board, having addressed the meeting on the subject of education, the names of the several candidates proposed and seconded, five or six in number, were taken down, and three of these Messrs. G. Kerr, D. Kerr, and Allan, in addressing the people, declared their concurrence in the Free School system, though known as rather opposed to it before last year. The schools of Perth, it is now believed, will soon become a credit as well as a much greater blessing to the place.—[Communicated, January 16th, 1852.]

School at Boyd's Settlement.—This school is about 13 miles from Perth, in a neighbourhood distinguished for its zeal and liberality in the work of improvement. The last examination held in the Methodist Church, near by the school house, was attended by a large number of the parents and friends of the school, as well as by parties from a distance. The teacher, Mr. Warren, exhibits great energy and much skill in the management of his pupils, and is a rising teacher. The examination was very creditable to both scholars and teacher, and satisfactory to all assembled. After the examination closed the assembly organized by calling A. Stevenson, Esq., to the chair. W. O. Buell, Esq., from Perth, being present, addressed the meeting, stating the impressions made on him by the examination, and urging the cause of education upon all. The Rev. Mr. Constable followed, stating in his remarks that the favourable impression of the school made upon the last speaker by the examination, was fully warranted by the every day practice in the school. Corporal punishment is almost unknown in this school, and yet the best order prevails. Mr. Murdock, Superintendent of Schools, then delivered an excellent Lecture, advocating the Free School system.—[Communicated, Jan. 15th, 1852.]

Normal School in Lower Canada.—A movement is on foot in Montreal, for the establishment in that city of the Normal and Model Schools, to prepare teachers for the Common Schools of Lower Canada. His Excellency is empowered by an Act of last session to determine where such a school shall be located, and to adopt all necessary measures for its establishment. A petition from that city has been addressed to his Excellency, from which we extract the following paragraphs:—1. That the City of Montreal is more favorably situated than any other locality in Canada East for the establishment of such an Institution—being the principle centre of both the English and French populations, and affording the greatest conveniences of access at all seasons of the year. 2. That the City itself contains a population of 50,000, of which 10,000 are children between the years of 5 and 16, the age defined by the School law. Of this number nearly 4,000 are the children of Protestant parents, and upwards of 6,000 are Roman Catholics. So large a number of children cannot be found within the same limits any where in Eastern Canada. 3. That in order to the carrying out that part of the Statute which respects Model Schools, it is essential that the Normal School be established in a locality where may be found a concentrated and numerous population to supply pupils in sufficient numbers, and of the proper age,—an advantage which the City of Montreal eminently possesses.

NEW BRUNSWICK.

New System of Schools.—His Excellency the Lieutenant Governor in his recent speech in opening the Provincial Parliament remarked:—"A Bill for the regulation of Parish Schools has been prepared; when it is submitted to you, I am sure it will receive at your hands all the consideration which the importance of the subject so peculiarly requires." In connexion with this official announcement we take the following from the *Reporter* of the 16th ult., indicative of the melancholy state of public feeling in regard to popular education in our sister Province.—"Our cordial thanks are due to the Rev. Egerton Ryerson, Chief Superintendent of Schools in Canada West, for the annual Educational Report recently published under his direction. It is a book containing upwards of 300 pages of closely printed matter, and every page displays the judgment and ability of its author. Canada is deeply indebted to the Rev. Dr. Ryerson for the efficiency of its school system, which promises fairly to elevate the people of that Province to a point of educational intelligence second to none in America. The Report we have placed in the hands of an hon. member of the Board of Education; and as a Bill on the important subject of Parish Schools will be introduced during the present Session, we trust that the excellent work referred to will be made useful in New Brunswick. There are two great Institutions which in this Province engross the principal part of our overgrown Revenues—the roads and schools; and while it is notorious that the outlay on the former has succeeded to admiration, inasmuch as our roads can favourably compare with any in the Provinces, it is equally true that the expenditure in the latter case is almost a failure. The intelligent reader will, nay must agree with us in this particular. Here are whole parishes which owing to the unpardonable apathy and ignorance of the

people, have scarcely a school within their bounds ; while there are others which manage to keep up just enough of appearances to enable them to claim the public money. A compulsory system of education can alone drive a large number of people into the pathways of light and knowledge. Quite unconscious of the heavy taxes which they now pay towards education, they are little interested in its results, and nothing will ever awaken them to a knowledge of its importance, until a direct claim is made upon them for its support. It is true that such a tax as we have alluded to would fall heaviest where we think it should fall—upon the wealthy ; but we think that even they would be gainers by its operation. It would be much better to elevate the character of the poor by giving them a good religious, moral, and practical education, than to support them afterwards as vagrants, paupers, and down-drafts upon society, in our almshouses and jails. The private funds saved in this instance from the want of a good system of education, and those which are made in another, in the shape of duties on wine and spirits, are pretty much alike doomed to the same fate : they enclose the germs of their own destruction. We rob from the cause of knowledge and morality, to enable us to give gratuities to ignorance and licentiousness. Let knowledge be rendered imperative by law, and let intoxicating drinks be excluded by the same authority, and we pledge our life, for the general results—the independence and happiness of the people.”

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The late Mr. Fielding of Lancaster, has bequeathed his herbarium to the University of Oxford, upon certain conditions. This collection, formed at a very large expense, is understood to consist of 70,000 species, forming one of the most complete herbaria in the world. . . . Rev. Joseph Angus, of the Baptist College Stepney, has been awarded a prize of £210 offered two years ago by an Indian gentleman for the best essay on the life of Christ. The adjudicators were three Episcopalian clergymen. . . . A new royal school house, with accommodations for eighty scholars, was dedicated at Honolulu on the 5th of December. . . . The local scheme of education for the boroughs of Manchester and Salford is undergoing an investigation by the members of the Society of Friends in that town and neighbourhood ; and they have in preparation a protest. . . . The Kafir war is costing £1,850,000 annually, being four times more than the sum expended during that period in England on art, science, and public education. . . . Curiously simple are some of the English customs. On the late Lord Mayor's day, the new mayor visited a school of which he is a patron, and presented each of the children, ninety in number, with “ a new shilling.” . . . The *Augsburg Gazette* states that the greatest efforts are making by the government of Bavaria to induce M. Liebig to leave the university in which he has so long taught, and accept the highest chair of chemistry in that of Munich. . . . A conference of gentlemen interested in the establishment of Preventive and Reformatory Schools, was held lately at Birmingham. Mr. Power, the Recorder of Ipswich, gave some interesting details with respect to the success of reformatory instructions. He instanced fifteen thieves, some of whom were the cleverest and most accomplished in England, all of whom had become reformed, and were now industrious and honest members of society. He concluded by moving the following resolution :—“ That the present condition and treatment of the perishing and dangerous classes of children and juvenile offenders deserves the consideration of every member of a Christian community.” . . . An engineering school has been commenced in England, under the authority of Kossuth, for the instruction of the Hungarians, and he is reported to have remitted to the London Hungarian Committee, the greatest part of the money he has received in the U. S. . . . The Scottish journals announce the death of Mr. George Dunbar, the Professor of Greek in the University of Edinburgh. Professor Dunbar was born about the year 1775. Entering the University of Edinburgh in the year 1795, he distinguished himself by the zeal and indomitable perseverance with which he prosecuted his studies. In the year 1805 he was elected a Fellow of the Royal Society of Edinburgh. Professor Dunbar is best known by his “ Greek and English and Greek Lexicon,” of which the first edition appeared in 1810, the second in 1844, and the third, greatly enlarged in 1850. He was a professor for nearly half a century. . . . Mr. Sheriff Alison, the Historian, having been re-elected Lord Rector of the University of Glasgow, has announced his intention of continuing his prizes of ten guineas for the best translations from Greek and Latin Prose. . . . A cargo of books on Oriental languages and literature recently arrived in Cork, as a present from the East India Company to the Queen's College in that city. The good people turned over the leaves of these works, admired the curious twists and contortions of Sanscrit and Arabic letters, and wondered what was meant by sending such a present to the capital of Munster. The secret has now come out in the agreeable shape of an announcement that the President of the Board of Control, Lord Brougham de Gyfford, has placed it at the dis-

posal of Lord Clarendon, in his capacity of chancellor of the University, a Writership in the civil service of that great company, to be bestowed by him on one of the students as a reward for academic merit.

Statistics of the German Universities.—We are indebted to our faithful and intelligent correspondent at Berlin, for the following statistics of twenty-seven of the universities in Germany, for the summer of 1851 :—

	No. of Students.	No. of Foreigners.		No. of Students.	No. of Foreigners.*
1. Berlin,	2,198	315	15. Friburg,	43	88
2. Munich,	1,817	196	16. Erlangen,	402	51
3. Prague,	1,204	31	17. Olmutz,	396	..
4. Bonn,	1,026	189	18. Konigsberg,	332	5
5. Leipsic,	846	288	19. Munster,	323	47
6. Bresla,	831	19	20. Marburg,	272	27
7. Tubingen	768	116	21. Innsbruck,	257	2
8. Gottingen,	601	322	22. Griefswald,	208	9
9. Wurzburg,	678	173	23. Zurich,	201	36
10. Halle,	640	86	24. Berne,	184	11
11. Heidelberg,	624	433	25. Rostock,	122	12
12. Gratz,	611	1	26. Kiel,	119	..
13. Jena,	434	176	27. Basel,	65	..
14. Giepen,	409	77			

Total number of students at 27 universities, 16,074. Number of professors and teachers of same, 1,586.

The students are pursuing the following professions :—

In 11 Universities	Catholic Theology,	1,735
18 do	Protestant Theology	1,697
25 do	Law	5,998
25 do	Medicine	3,154
26 do	Philosophy (in German sense)	2,449

[Boston Traveller.]

UNITED STATES.

MONTHLY SUMMARY.

A subscription of \$600,000 has been raised in the State of Ohio, for the purpose of erecting an Agricultural College. . . . In his recent message to the Common Council, the Mayor of New York states, that included in the city taxes the sum of one hundred and twenty-five thousand dollars for deficiency of tax of 1851, and the large amount of six hundred and sixty-five thousand, one hundred and fifty-six dollars and thirty-three cents (665,156 33), to be raised by tax in the county of New York, for educational purposes for the year 1852, being an increase in this item of expenditure alone of two hundred and seventeen thousand, six hundred and sixty-eight dollars and eighty-five cents (217,668 85) over 1851. . . . Neander's library, we learn, has been secured for the Theological Seminary at Rochester. It consists of four thousand five hundred volumes of rare and valuable works We are happy to learn that the people of Western New York are awakening to the subject of a Normal School to be located at Rochester. We have not the least doubt but that the Legislature, at the coming session, will grant every facility necessary to the realization of a work so noble. . . . The one grand idea of Mr. Burnham, State Superintendent of Schools in Vermont, is, through the teachers, to secure a tender and enlightened conscience in the pupils, and make the cultivation of the manners and the heart supreme over the improvement of the intellect ; the true principle of school education everywhere, if it shall be useful.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The Boston papers bring us intelligence of the death of a venerable and venerated man, the Rev. Professor Stuart, of Andover Theological Seminary. He died of influenza, on Sunday, at the advanced age of 71 years. Professor Stuart was the oldest acting professor of the Seminary, and has done more to awaken an interest in the philology of the Bible than any man in the United States. Indeed, he may with truth be styled the father of Biblical philology in the United States. . . . Turner, the great English landscape painter, died at his residence, No. 47, Queen Ann Street, London, on Friday, Dec. 19, aged 76. He was never married, and leaves a very large fortune made by his art. His finished oil paintings have lately ranged in price from \$3,500 to \$7,000. . . . Dr. Charles T. Franz, a distinguished German philologist, died at Breslau lately, aged 65. The University of Berlin has lost six of its professors by death within the last year. . . . Priessnitz, the celebrated traveller of the water cure, died at his establishment, Graefenberg, on the 28th Nov. last. He was originally a poor peasant, but died worth £100,000 ! Luttrell, the table-wit and companion of Mackintosh, Jeffrey, and Sydney Smith, died lately, at the age of 86. . . . The health of Thomas Moore, the poet, is very feeble, and his death is daily looked for. . . . Among those who perished on board the ill

* By “ Foreigners” are meant persons from other states than the one in which the University is situated.

fated *Amazon* steamship off the Scilly Isles, was Eliot Warburton, the gifted author of the "Crescent and the Cross," "Hochelaga," &c. &c. Dr. Joseph Cogswell, who is the Superintendent and one of the trustees of the Astor Library, is said to have purchased thirty thousand volumes for the institution during his recent visit to Europe. These additions to the previous purchases must have already constituted this library one of the most extensive in the United States. Freund, the philologist, is in London, engaged in constructing a German-English and English German dictionary, upon his new system. The second division of the third volume of Alexander Von Humboldt's *Kosmos* has just issued from the German press. The new chapters treat of the circuits of the sun, planets, and comets, of the zodiacal lights, meteors, and meteoric stones. The uranological portion of the physical description of the universe is now completed. Letters from Stuttgart state, that the veteran philosopher has already made good way into the fourth volume of his great work. Shakspeare has just been translated into Swedish, and published in Stockholm, in twelve octavo volumes. A Swedish translation is also published of Hallam's *Europe*, during the middle ages. D'Israeli's life of Lord George Bentinck gives constant occupation to the critics. The *Times* is very severe upon it, as it defends protection and assails Sir Robert Peel. It contains, however, a very graphic sketch of that great politician. Two new volumes of Lord Mahon's *History of England* have been published in England. They cover the period of American revolution. We presume they will be immediately republished in the U.S. A number of humorous drawings, sketched by the pencil of Schiller, and accompanied by descriptions in his own hand, have been found in the possession of a Swabian family. The famous old Westminster Bridge over the Thames is to be removed, and a magnificent structure erected in its stead, to accord with the increasing splendor of the neighbourhood. A most splendid and valuable donation has just been made by the Imperial Government of Austria to the Royal Geographical Society of London, consisting of the series of charts and maps lately deposited in the Austrian department of the Great Exhibition, and sent there by the Imperial Military Geographical Institute of Vienna. For this valuable adjunct to the study of geographical science the society are indebted to Field-Marshal Von Skubank, of Vienna, through whose influence at the Imperial Court they have been secured to this country. As works of art they stand almost unrivalled, one map of Europe being about eight feet in height, and six feet in width, beautifully framed and coloured, and with all the latest improvements. Several others are nearly on the same scale, with one map of Italy in eight large sheets. Law and literature lose an ornament in Basil Montague, Queen's counsel, formerly a Commissioner in Bankruptcy; who died on the 27th November, at Bologna, in the eighty-second year of his age. The distinction acquired by Mr. Montague in his profession was not the only feature of his life which made him a public character. He was the son of John, the fourth Earl of Sandwich, by the celebrated beauty of her day, Miss Margaret Reay. The death of Miss Reay by the hand of another distracted lover, the Rev. James Hackman, form portions of a tragic romance not yet faded from the memory of those who can carry personal recollections to the final year of the last century. It costs the people of the United States fifteen millions of dollars a year for newspapers, and other periodicals, and these newspapers and periodicals are as essential to their safety and happiness, as the roofs over their heads, and more so than the army and navy, which cost twice as much. A letter from the second wife of Sir Philip Francis to Wade, intended to prove that her husband was the author of Junius' letters, has been lately published in *La Revue des Deux Mondes*. The French papers state that Lord Brougham, in his retreat at Cannes, is preparing for publication a work entitled, "France and England before Europe in 1851." The Royal Netherlands Institute of Sciences, Letters and Fine Arts, recently petitioned the King of Holland, in consequence of their limited income, for letters of dissolution. The King took the Institute at its word, and granted letters which fixed the 31st December for the term of its existence. From the 1st January, 1852, the Institute is to be replaced by a Royal Academy, which will specially devote itself to exact and natural sciences. This body will receive from the State an annual grant of 6,000 florins. It will be composed of twenty-six ordinary, twenty-two extraordinary, and five free members, and an unlimited number of correspondents. The catalogue of books for the Leipsic fair shows, that in the short space of time between the Easter fair and the 30th September, there were published in Germany no less than 3,860 new works, and there were on the latter date 1,130 new works in the press. Nearly 5,000 new works in one country of Europe in one half year! The amount of intellectual labour dimly represented in the catalogue appears to have had on the whole a healthy impulse. Of the 3,860 works already published, more than half treat of various matters connected with science and its concerns. That is to say, descending to particulars—106 works treat of Protestant Theology; 62 of Catholic theology; 36 of philosophy; 205 of history and biography; 102 of languages; 194 of natural sciences; 168 of military tactics; 108 of Medicine; 169 of jurisprudence; 101 of politics; 184 of political economy; 83 of industry and commerce; 87 of agriculture and forest administration; 69 of public instruction;

92 of classical philology; 80 of living languages; 64 of the theory of music and the art of design; 168 of the fine arts in general; 48 of popular writings; 28 of united science; and 18 of bibliography. Among the articles added to the British Museum, by Layard's researches, are several curious bowls, made of Terra Cotta, and found buried some twenty feet deep amid the ruins of Babylon. The inscriptions on them, which have only just been deciphered, makes it probable that they were written by the Jews during their captivity. The editors of all the journals in Hungary have been obliged to send into the authorities a list of their subscribers. The *Koinerzetzung* has been fined 50 thalers by the Prussian government, for publishing translations of Elibu Burritt's "Olive leaves for the People." A London correspondent states that the Lord Chamberlain has required all the theatrical farces, &c., prepared for the holiday season, to be sent to him, and that he has rigorously excluded from them all allusions to the Queen, to Prince Albert, Kossuth, Haynau, Louis Napoleon, &c. This is regarded as a great hardship; and indeed it seems to be followed too closely in the footsteps of Louis Napoleon to be very encouraging to those who expect to see England foremost in resisting continental despotism. A leading medical practitioner at Brighton, England, has lately given a list of 16 cases of paralysis, produced by smoking, which came under his own knowledge within the last six months. The statues of the Earl of Clarendon, Lord Falkland, and John Hampden will be put up in a few days in St. Stephen's Hall, (the site of the old House of Commons). Workmen are now putting down the tiles on the floors of the new hall, of the approaches to the houses, and of the cloisters. The cloisters are to have stained-glass windows in antique style. They will be appropriated for the members' reading-rooms, cloak rooms, &c. The public entrance will be in Westminster Hall, leading to St. Stephen's Hall. The members will have an entrance in the middle of Westminster Hall to the cloisters also by the former Speaker's porch. Peers and members will go in by St. Stephen's porch, opposite the Abbey. Mr. Thomas, a recent writer on China, says that the term "barbarian," as applied by them, is intended for a compliment—and that the word so translated means simply "southern merchant." They consider it a special compliment also to call a man "red haired devil." A perpendicular waterfall has been discovered on the Sonoma river, Oregon, some distance above where it empties into Puget's Sound, of 360 feet. Some of the spruce and fir trees in Oregon shoot up to the height of 300 feet, without throwing out any lateral branches. A Mr. J. Keys recently lectured at the Western Institution, Leicester Square, London, upon the subject of "Chemical Lithography." He made a thorough practical exposition of this art. A gentleman present executed a sketch upon stone, of which, by the aid of one of Stanbury's improved presses, a number of copies were speedily reproduced: *fac similes* of autographs of several persons in the theatre were multiplied with extraordinary dispatch; and the method of transferring line engravings, of bronzing, gilding, and silvering, was also exhibited. Mr. Keys pointed out how lithography might be made a means of contributing to the intellectual pleasures of an evening party, by employing it for the enrichment of portfolios, if each of the company skilled in drawing would manifest his skill on the prepared stones, and by the aid of such a press, duplicate copies might be produced to any extent required. The London "Literary Gazette" says that some attention has been excited by the alleged discovery, (by an engineer of some celebrity, named Andrand,) of the means of seeing the air. If (he says) you take a piece of card, coloured black, of the size of the eye, and pierce with a fine needle a hole in the middle, you will, on looking through that hole at a clear sky or a lighted lamp, see a multitude of molecules floating about, which molecules constitute the air. We shall see whether the theory will obtain the sanction of the Academy of Sciences, to which it has been submitted. Mr. George Tate, of Bawtry Hall, Yorkshire, has recently taken out a patent for constructing houses, &c. by fitting together staves, or stave-like and other pieces of timber, or other suitable material, secured by hoops or other binders or fasteners, built of any suitable size, and fixed, either vertically or horizontally, at any height, upon piles or sleepers. Such houses, or parts, may be found one within the other, to leave space for the circulation of air, &c. The floors, roof, partitions, &c., are also formed by wedging up stave-like pieces in concentric rings, with an external hoop and the interstices filled up with glue or other viscous matter, mixed with earthy or mineral substances.

Irish Submarine Telegraph.—The success attendant on the establishment of the submarine telegraph between England and France has induced the projection of a similar chord of communication between England and Ireland by parties in connection with the Electric Telegraph Company, whose wires were lately extended to the port of Holyhead. The parties propose to carry it out by sinking in the first instance a four wire cable, the manufacture of which has been commenced, on a somewhat similar, though said to be improved principle, to that already laid down between Dover and Calais. Two of these wires are to be for the exclusive use of the Government, and two for commercial and general purposes.

New Proposals to Search for Sir J. Franklin.—At a recent meeting of the Royal Geographical Society, held at their rooms, Waterloo-place, a highly interesting paper was read by Lieutenant Bedford C. Pim, proposing to search for Sir J. Franklin in another direction, and also stating the circumstances which led him to the belief that the missing ships were to be found not on the coast of America, but on that of Asia. The Chairman, at the close of the meeting, said the Council of the Society had come to a resolution authorizing him to wait on the Lords of the Admiralty and solicit their assistance to Lieutenant Pim's project. In reply, Lord John Russell had advanced £500 toward the project. That project as stated by Lieut. Pim, was to start on the 15th of November, and travel by way of St. Petersburg, Tobolsk, Irkut and Takoutz, to the mouth of the Kolyman, and thence exploring the coast of Siberia, east and west, from the north-east Cape of Asia, to the Cape north of Cook, altogether a distance of 10,000 miles. He would proceed alone from England, and look forward to companions provided by the imperial service of Russia. Should the negotiations with the Court of Russia terminate favourably, his track will lead him from St. Petersburg to Moscow by railway; from Irkut by sledges, a distance of 3,544 miles; and from Irkut to Takoutz, also in sledges, a distance of 1,824 miles; the whole of this journey occupying about four months. [We regret to state that Lieut. Pim's expedition has been abandoned. The advice of the Russian government geographers has been decidedly against the practicability of the enterprize, owing to the insurmountable physical difficulties of the proposed route.—*Ed. J. of E.*] The public will learn with satisfaction that the next expedition to the Arctic regions, in 1852, in search of Sir John Franklin and the missing officers and crews of the *Erebus* and *Terror* discovery ships, will be made as efficient as possible; and that in addition to the *Pioneer* and *Intrepid* screw steamers, employed in the recent expedition, the *Phœnix*, a much larger screw steamer, of 260 horse power, which was taken up from Woolwich to Deptford about a week ago, is ordered to be fitted and strengthened at the latter dock-yard for service in the Polar Seas. The excellent arrangement of sending three screw steamers to Wellington Channel has been made in order to avoid similar delays to those experienced by the *Pioneer* and *Intrepid* steamers during the recent expedition, when they had to tow the *Resolute* and *Assistance* sailing vessels. In the event of its being considered necessary to send sailing vessels with stores to the Arctic regions next spring, they will be entirely independent of the steamers, and the latter will only have to act in concert with each other. Dr. Kane, who was attached to the American expedition in search of Sir John Franklin, is now in Washington delivering lectures on the Arctic regions and the exploring expeditions. In one of these lectures, in describing the various perils to which the vessels were subjected, he said that at one time the vessels were about to enter Baffin's Bay fast in a great field of solid ice, when suddenly this was rent into chasms, which rapidly opened into what were characterized by Dr. Kane as "dark rivers" nearly half as wide as the Potomac. On the 13th of January of last year these began to close with frightful clamor and disruption. The brig was bodily lifted up seven feet, and an advancing mound of ice threatened to overwhelm her, when by some miraculous agency its course was arrested! The *Athenæum* criticises very severely the government documents on the Arctic Exploring Expedition. It censures also, the approbation which has been bestowed on Capt. Austin, and thinks Capt. Penny has been very unjustly treated. The expedition has given rise to a bitter quarrel among the officers.

The Great Polar Ocean.—At the last meeting of the London Geographical Society, Lieut. Osborne, a member of one of the British Arctic expeditions, argued at some length in favor of the great Polar Ocean. He said that in Wellington channel, he had observed immense numbers of Whales running out from under the ice, a proof that they had been to water and come to water, for every one knew they must have room to blow. He further said that there were almost constant flights of ducks and geese from the northward, another proof of open water in that direction, since these birds found their food only in such water. He added that it was his deliberate opinion, from observations made on the spot, that whales passed up Wellington channel into a northern sea. In reference to the abundance of animal life, in the latitude of this supposed Polar sea, he remarked that while, on the southern side of Lancaster Sound, he never saw enough game to keep his dog. Melville island, one hundred and fifty miles to the northward, abounded in deer and musk oxen. It was thus clear, he continued, that animal life did not depend on latitude; but increased, if anything, after passing the seventeenth. Moreover, while in Baffin's Bay the tide made for the southward, coming from the Atlantic, in Barrow's Straits it made to the northward, which could only be explained on the hypothesis of the sea in that direction. All this seems to us proof on proof of a great Polar Ocean.

Invention is commonly used to express originality of genius in the Sciences and Arts.—*Milton.*

Editorial and Official Notices, &c.

For the information of many inquiring parties, we insert the following:—

REVISED TERMS OF ADMISSION INTO THE NORMAL SCHOOL, TORONTO, ADOPTED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR UPPER CANADA, ON THE 23rd DAY OF JULY, 1851.

The Council of Public Instruction anxious to adopt such measures as appear best calculated to render the training of the Normal School as thorough as possible, and to diffuse its advantages over every county in Upper Canada as equally and as widely as possible, adopts the following regulations in regard to the duration of the future Sessions of the Normal School, and the mode and terms of admitting and facilitating the attendance of Students at that Institution.

ORDERED, I. That the next Session of the Normal School commence on the 19th day of August next, and terminate on the 15th day of April, 1852; and that hereafter the Semi-annual Sessions of the Normal School shall commence on the 15th day of May, and the 15th day of November, of each year, (and if those fall upon Sunday, the day following,) and continue for a period of *five months* each—to be concluded by a Public Examination and followed by a vacation of one month.

II. That no male Student shall be admitted under eighteen years of age, nor a female Student under the age of sixteen years. [2]—Those admitted must produce a certificate of good moral character, signed by the clergyman or minister of the religious persuasion with which they are connected; [3]—they must be able to read and write intelligibly, and be acquainted with the simple rules of Arithmetic, and with the elements of Geography and English Grammar; [4]—must sign a declaration of their intention to devote themselves to the profession of School-teaching, and that their object in coming to the Normal School is to qualify themselves better for the important duties of that profession.

III. Upon these conditions, candidates for school-teaching shall be admitted to the advantages of the Institution without any charge, either for tuition, the use of the Library, or for the books which they may be required to use in the School. Other professional Students to be admitted upon paying £1 5s., for attendance at an entire course of lectures during one Session.

IV. The Teachers-in-training shall board and lodge in the city, in such houses and under such regulations as are approved of by the Council of Public Instruction.

V. A sum not exceeding *five shillings* per week, towards defraying the expenses of board and lodging, shall be allowed for the present, to Teachers-in-training requiring assistance, on condition that they will engage to remain for a period of not less than one Session in attendance at the Normal School.

VI. That all candidates for admission into the Normal School must present themselves during the *first week* of the Session, otherwise they cannot be admitted; and their continuance in the School is conditional upon their diligence, progress, and observance of the General Regulations prescribed by this council.

VII. That all communications be addressed to the Reverend Dr. RYENSON, Chief Superintendent of Schools, Toronto.

By Order of the Council of Public Instruction for Upper Canada.

EDUCATION OFFICE,
Toronto, 23rd July, 1851. }

J. GEORGE HODGINS,
Recording Clerk.

MUNICIPAL CORPORATION—JOURNAL OF EDUCATIONS.—We have pleasure in recording our satisfaction at the renewed and cordial co-operation of the following Municipal Councils in ordering the *Journal of Education* for 1852, for each School Section within their respective jurisdictions. Such anxiety on the part of the Municipalities and individuals concerned, indicate a correct appreciation of the special mission of this JOURNAL, and evince their great anxiety to promote, in the best manner possible, the Educational interests committed to their care, viz:—

	COPIES.		COPIES.
County of Carleton,	111	Municipality of Middleton,	10
United Counties of Peterboro' and Victoria,	110	Municipality of Crowland,	10
Superintendent of the United Townships of Haldimand and Alnwick	24	Superintendent, Town of Cobourg,	10
Board of Trustees, City of Kingston,	15	Board of Trustees, Town of Perth,	8
Municipality of Loughborough,	14	Clerk of United Counties of Essex and Lambton,	7
Board of Trustees, City of Hamilton,	12	Board of Trustees, Town of St. Thomas	7
Municipality of Seymour East,	12	Rev. R. A. Temple, (New Brunswick)	7
Municipality of Moulton & Sherbrooke	10	Superintendent, County of Russell,	4
Clerk, County of Kent,	10		
		Total, thus far in 1852,	380

WANTED, IMMEDIATELY, a duly qualified Teacher, for School Section, No. 1, Lancaster. A man of family would be preferred. Salary liberal. Apply, post-paid, to JOHN McPHERSON, JOHN SUTHERLAND, JOSEPH WOOD, Trustees.

WANTED a School Teacher for School Section, No. 3, Township of Pickering, to commence on the 1st of April next, to whom a liberal salary will be given. Application to be made to WM ALLISON, or THOMAS CURTICE, Trustees. PICKERING, February, 5th, 1852.

WANTED, a second class Teacher for Union School Section, Markham and Vaughan, No. 5. Apply to JAMES NEWTON, Richmond Hill.

TORONTO: Printed and Published by THOMAS HUGH BENTLEY.

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