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JOURNAL OF EDUCATION

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VOL. II.

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No. 5.



VIEW OF THE HIGH SCHOOL HOUSE, CITY OF PROVIDENCE, RHODE ISLAND.—FIG. 1.

The Corporations of the Towns of London and Brantford have decided upon building Central School-houses, with several apartments, for the accommodation of all the children of the respective Towns; and we understand a similar course of proceeding is contemplated in St. Catharines. It is probable that other Towns and Villages will do the same. In such a Central School-house, there may be a *primary department* in the basement story for small children, both male and female, taught by one or more female teachers. The first floor may be appropriated to an *intermediate School*, or second department, with separate apartments for boys and girls, and taught by a male and female teacher respectively, or by male teachers as may be preferred. The second floor may be appropriated to the *High School*, or highest department of the Common School—taught by the Head-master of the whole establishment. As the pupils advance through the prescribed courses in the lower departments, they should be advanced to the next higher department, until they complete the course of instruction in the senior department, or High School. The same system of teaching should be observed throughout; and the pupils will not be impeded, and the parents will not be put to needless expense, by various modes of teaching and the use of unsuitable and improper books.

We give above the front view of a High School-house which may serve as an exemplar of a Central Town School-house. The building is intended to accommodate 600 pupils.

This School-house occupies an elevated and beautiful situation. It is a specimen of plain but tasteful architecture; and every School House should be attractive in its very appearance—emblematical of what is taught within. The fence, the grounds, the trees should be such as to please the eye, improve the taste, and excite cheerful feelings. The yards around this building are enclosed by a handsome baluster fence, resting in front on heavy blocks of rough granite. The steps are of hewn granite, twelve feet long, making a very convenient entrance. The grounds are planted with trees.

The size of the building is fifty feet by seventy-six, with a projection of seven feet. The walls of the basement are of stone; the remaining portions of the walls are of brick.

The school being designed for both boys and girls, an entirely separate entrance is provided for each department. The front door at which the girls enter, has a very beautiful frontispiece, with double columns (thus providing for large side-lights) and a heavy ornamented cap—all cut from granite in the best style. The words "HIGH-SCHOOL" may be seen over this door.

The door in the circular projection, fronting on another street, is the entrance for boys, and has also a fine frontispiece, cut from granite.

A description of the interior arrangements and plans of the several floors of this building will found on pages 68 and 69.

Miscellaneous.

THE MANAGEMENT OF BOYS BY MOTHERS.

BY THE REV. JOHN S. C. ABBOTT.

A clergyman of much observation recently remarked, that the experience of sixty years had taught him, that if boys had a faithful and judicious mother, they were pretty sure to turn out well, whatever might be the character of the father. There are mothers who, from various causes, in rearing their sons, are deprived of the co-operation of the father. The following hints are intended for the assistance of such mothers.

1. *Keep your boys by all means out of the streets.*—At the proper times for play, allow them to invite some of their neighbors' children into your yard, or permit them to visit those children of your friends with whom you are willing they should associate. But let it be an immutable law, that they are not to rove the streets in freedom, to play with whatever companions chance may throw in their way. By commencing early and firmly with this principle, you will have no difficulty in enforcing it. Turn a boy loose into the streets, to associate with the vicious and the profane, to lounge at the corners of stores and stables, and he will almost certainly be ruined. Therefore, at all hazards, keep them out of the streets.

2. *Do not allow your boys to play out of doors in the evening.*—There is something in the practice of night exposure and night plays which seem to harden the heart. You never see such a boy possessed of a gentle and modest deportment. He is always forward, self-willed, unmanageable. There is always temptation in the darkness of the evening, to say and to do things which he would not be willing to do in the open blaze of day. The most judicious parents will never allow their children to be out at such hours; consequently, the only companions he can be with are the unmanaged and unmanageable. There is something almost fiendlike in the shouts which are occasionally heard from such troops of boys congregated at the corners of the streets. If you would save your son from certain ruin, let him not be with them. Keep him at home in the evening, unless, by special permission, he is at the house of some judicious friend, where you know he will engage only in fireside sports.

3. *Do what you can to keep your sons employed.*—Let play be but their occasional privilege, and they will enjoy it far more highly. Employ them in the garden, if you have one, at work, not at play. It will do them no harm to perform humble services. It will help you, and help them still more, to have them bring in the wood or the coal, to scour the knives, to make their own beds, and to keep them in order. You may thus render them highly useful, and greatly contribute to their future welfare. If you are sick, it is still more important you should train up your sons in these habits of industry, for they stand peculiarly in need of this moral and physical discipline. Louis Philippe, the late king of the French, though the son of the proudest and the richest noble of France, was in childhood and early youth required to wait upon himself in the performance of the humblest offices. It was through this culture that he was trained up to be one of the most remarkable men of the present age.

4. *Take an interest in your children's enjoyment.*—A pleasant word, an encouraging smile, from a sympathizing mother, rewards an affectionate boy for many an hour of weary work; and the word and the smile reach the heart and make a more pliable, gentle, mother-loving boy. How often will a boy, with such a mother, work all the afternoon to build a play-house, or a dove cote, cheered with the anticipated joy of showing it to his mother when it is done. And when he takes her hand to lead her out and show her the evidence of his mechanical skill, how greatly can his young spirit be gratified by a few words of encouragement and approbation. By sympathizing in the enjoyment of your children, by manifesting the interest you feel in the innocent pleasures they can find at home, you thus shield them from countless temptations.

5. *Encourage as much as possible a fondness for reading.*—Children's books have been, of late years, so greatly multiplied, that there is but little difficulty in forming, in the mind of the child, a taste for reading. When the taste is once formed, you will be saved all further trouble. Your son will soon explore the libraries

of all his associates, and he will find calm, and silent, and improving amusement for many rainy days and long evenings. And you may have many hours of your own evening solicitude enlivened by his reading. The cultivation of this habit is of such immense importance, and is so beneficial in its results, not only upon the child, but upon the quietude and harmony of the whole family, that it is well worth while to make special efforts to awaken a fondness of books. Select some books of decidedly entertaining character, and encourage him for a time to read aloud to you, and you will very soon find his interest riveted; and by a little attention, avoiding as much as possible irksome constraint, you may soon fix the habit permanently.

The great difficulty with most parents is, that they are unwilling to devote time to their children. But there are no duties in life more imperious than the careful culture of the minds and hearts of the immortals entrusted to our care. There are no duties which we can neglect at such an awful hazard. A good son is an inestimable treasure; language cannot speak his worth. A bad son is about the heaviest calamity that can be endured on earth. Let the parent, then, find time to "train up the child in the way he should go."

EVILS OF THE RATE-BILL SYSTEM.

The system of Rate-bills for the payment of part of the Teachers' salaries is found in its practical operation to be much less satisfactory than its projectors probably expected it to prove. It is rather an expensive evil, than a positive good. For in any School Section where it is depended upon,—it is in the power of a few either to break up the School, or to render its sustentation a heavy burden upon those who support it. Nor is the plan of voluntary contribution for this purpose, which is adopted in some School Sections, fully adequate to remedy the evil, since if the heads of two or three large families in a School Section, refuse to unite with their neighbors in order to make up the required sum for the Teacher's salary, the endeavours of the rest must prove abortive,—or they must contribute more than they would otherwise be required to pay. Hence many schools are occasionally left vacant for a long time; and thus the children suffer from the want of instruction;—or otherwise incompetent teachers are employed, at low salaries, whose efforts at instruction are frequently more productive of ill to their pupils, than fruitful in furnishing the elements of necessary knowledge.

A judicious system of taxation for school purposes, if properly carried out would doubtless provide the means of maintaining our schools more liberally and more certainly than the present system of Rate-bills;—but it is questionable whether, at least this portion of the Province is generally prepared for such a system. It is certain there is, in many Townships, great prejudice existing against it; and it is to be feared its introduction, at the present time, would not be productive of much satisfaction.—*Rev. James Padfield, Supt. Com. Schools, Bathurst District.*

EVILS OF DELAYING THE COLLECTION OF SCHOOL ASSESSMENTS.

There is, however, another evil of a most serious character that calls aloud for immediate reformation, and does, I presume, lie within your province to remove. I refer to the unnecessary and injurious delay in collecting and paying over the School Assessment, which is now but too general. This delay not only deprives the Teachers for a long time, of one half of their income derived from the School Fund,—but it also hinders their obtaining the remaining balance of their salaries,—since the rate-bills cannot be made out till the amount of assessment is made known. Thus they are deprived of two-thirds of their wages for weeks, and sometimes for months,—and are often left worse than penniless to provide for their families at the most inclement season of the year. I say worse than penniless,—for they are often obliged to incur debts to procure the absolute necessaries of life. Nor does the evil stop here. It also gives rise to imperfect and inaccurate reports on the part of School Trustees,—and thus puts it out of the power of the District Superintendent to furnish the information required from him by the law of the land, within the time limited for supplying it. It leaves the accounts of the present year to be detailed and completed in the next, doubling the amount of labor; and after all the additional trouble thus occasioned, too frequently leaves him deprived of the

power of rendering a satisfactory statement. The remedy for this evil lies, as I have stated, with the Council. And I would beg to submit to their favorable consideration the importance of having it carried into effect for the benefit of a most deserving class of men, whose labors, in general, are but inadequately remunerated at the best, even should their scanty wages be punctually paid.—*Rev. James Padfield, Supt. Com. Schools, Bathurst District.*

BOOK-KNOWLEDGE OF FARMERS—DERIDED BY WHOM!

With a man of any reflection and honest care for progress in all the arts and employments of useful industry, there are few things more trying to his patience than to hear men, sometimes even gentlemen, who have some pretensions to education, and who therefore ought to know better, denouncing book-knowledge as affording no guide in practical husbandry. Now, to all such, and especially to practical men who succeed well in their business, and who have always something useful to impart, as the result of their own personal experience, does it not suffice to say, "I am obliged to you for what you have told me; your integrity assures me that it is true, and your success convinces me that yours is the right rotation, and yours the proper process, since I see that while you gather heavy crops, your land is steadily improving; but now, my friend, let me ask you one question further. What you have imparted is calculated to benefit me personally, and unless communicated again by me to others, with me its benefits will rest. Now, suppose, instead of the slow and unsocial process of waiting to be interrogated, and making it known to one by one, as accident may present opportunities, you allow me to have recourse to the *magical power of types*, which will spread the knowledge of your profitable experience, gained by much thought and labour, far and wide throughout the land, that thousands may enjoy the advantages which otherwise I only shall reap from your kind and useful communication. Will not that be more beneficial to society, and is it not a benevolent and a Christian duty not to hide our lights under a bushel?" Doubtless such a man, if not a misanthropic churl or fool, would say, Yes. Yet the moment, by means of types, such knowledge is committed to paper, it becomes (by fools only derided) *book-knowledge*.—*Plough, Loom and Anvil.*

MENTAL INTOXICATION—INSANITY.

It is well known, that the constant use of alcohol results in inflammation of the stomach or brain. The mental constitution is similarly affected by unnatural stimulants of the mind. The body sympathizes with the unhealthy action of the mind, and disease affecting both often succeeds the intoxication which exciting romances and tales induce. The records of insane asylums show, that many a patient has had the seeds of madness sown by indulging the taste for "light reading." Dr. Stokes, of Mount Hope Institute for the insane, states that several cases of insanity can be assigned to no other cause than excessive novel-reading. Nothing is more likely to induce this disease, than the education which fosters sentiment instead of cherishing real feeling; which awakens and strengthens the imagination, without warming the heart. Who has not met with persons whose heads have been "turned" in this way—Quixotes, male or female, who are better fitted for the dreams and visions of cloud-land, than for the sober duties of a real responsible existence in a sin-stricken, but a redeemed world? *Total abstinence from the means of intoxication*, is the only safe principle for readers as well as drinkers. If men who make and sell bad books, as well as the manufacturers and venders of intoxicating drinks, should find a retreat in the asylum with their victims, the world would not be the sufferer.—*The Casket.*

LINEAR DRAWING IN COMMON SCHOOLS.

Linear drawing is more simple, more elementary, and more intelligent than writing, and of course ought to precede it in early instruction; especially as it is fully proved by experience, that drawing and writing are learned in connection sooner and better than writing is or can be by itself. If the objects drawn are also described, not only drawing and writing, but grammar, rhetoric, logic and composition are more effectually acquired than they are or can be by mere lessons from books. They are acquired rapidly and thoroughly, because they are studied practically.

In Prussia, and other parts of Germany, and in some sections of

our own country, drawing is as common in schools as reading, writing, or spelling. Among other advantages, it has reformed some of the most hopeless truants, and transformed the worst into some of the best boys and girls in school. By written descriptions of the objects drawn, made daily by pupils, they not only become skilful and rapid writers, but acquire a happy facility in *reading writing*; an art, though highly desirable, never to be acquired by mere copy writing.

A motto for parents and teachers: NATURE BEFORE BOOKS, AND DRAWING BEFORE WRITING.—*Philadelphia Casket.*

A FAIR OFFER TO THE YOUNG.

Dr. Franklin made the following offer to a young man: "Make," said he "a full estimate of all you owe, and of all that is owing to you. Reduce the same to a note. As fast as you can collect, pay over to those you owe. If you cannot collect, renew your note every year, and get the best security you can. Go to business diligently, and be industrious; waste no idle moments; be very economical in all things; discard all pride; be faithful in your duty to God, by regular and hearty prayer morning and night; attend church and meeting regularly every Sunday; and do unto all men as you would they should do unto you. If you are too needy in circumstances to give to the poor, do whatever else lies in your power for them cheerfully, but if you can, always help the worthy poor and unfortunate. Pursue this course diligently and sincerely for seven years; and if you are not happy, comfortable, and independent in your circumstances, come to me, and I will pay your debts." Young people, try it.

EARLY RISING—ITS HAPPINESS.

I was always an early riser. Happy the man who is! Every morning comes to him with a virgin's love, full of bloom, and purity, and freshness. The youth of nature is contagious, like the gladness of a happy child. I doubt if any man be called old, "so long as he is an early riser and an early walker." And oh! youth—take my word for it—youth in dressing gown and slippers, dawdling over breakfast at noon, is a very dectipid ghastly image of that youth which sees the sun blush over the mountains, and the cares of life are forgotten.—*Youths' Instructor.*

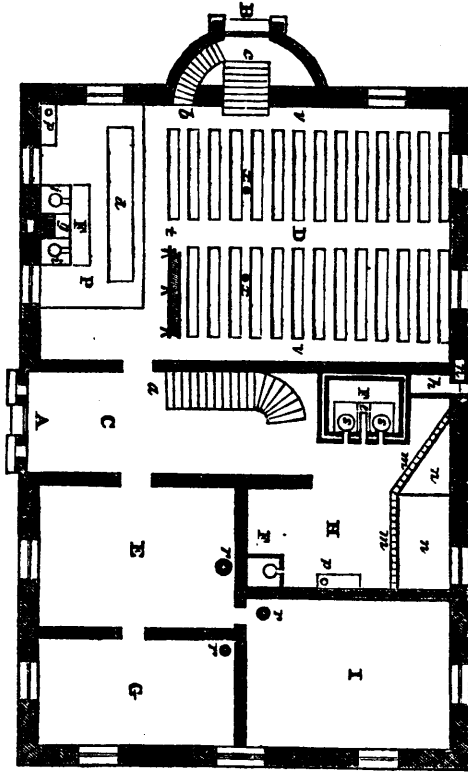
ANCIENT PAPER MONEY.—Paper money is, by several travellers, stated to have been current in China during the times of the Mogul emperors, or of the regal tribe of Yu. Marco Polo gives the following account of it:—"It is made of the finest innermost bark of the mulberry tree, rubbed and stamped, and made up with size so as to resemble cotton paper; these coins are all black, of an oblong square form, and are made with great preciseness and formality, every officer engaged in the process putting his mark on each piece; and, last of all, the intendant appointed by the Emperor makes a stamp upon it with red cinnabar, from which stamp it receives its value and currency. The counterfeiting this coin is punished with death, as is the refusing it, and all payments are made in it."—*Merchants' Magazine.*

NUMBER OF PROVINCIAL WORDS IN ENGLAND.—The number of provincial words that have hitherto been arrested by local Glossaries, we find to stand as follows:—Shropshire, 1,993; Devonshire and Cornwall, 878; Devonshire, (North) 1,146; Exmoor, 370; Herefordshire, 822; Lancashire, 1,932; Suffolk, 2,400; Norfolk, 2,500; Somersetshire, 1,204; Sussex, 371; Essex, 589; Wiltshire, 592; Hampshire, 1,568; Craven, 6,169; North County, 3,750; Cheshire, 903; Grose and Pegge, 3,500, (set down as Metropolitan;) Total, 30,687. Admitting that several of the foregoing are synonymous, superfluous, or common to each county, there are, nevertheless, many of them which, although alike orthographically, are vastly dissimilar in signification. Making these allowances, they amount to a little more than 20,000, or according to the number of English counties hitherto illustrated, at the average ratio of 1,478 to a county. Calculating the twenty-six unpublished in the same ratio, they will furnish 38,428 additional provincialisms, forming, in the aggregate, 59,000 words in the colloquial tongue of the lower classes, which can, for the chief part, produce proofs of legitimate origin; about the same number in short, of authorized words that are admitted into Todd's edition of Johnson's Dictionary.—*Westminster Review.*

School Architecture.

ELEVATION AND PLANS OF A SUPERIOR HIGH SCHOOL—WITH EXPLANATIONS.

On the 65th page of this *Journal* will be found the *Front Elevation* of a Superior High School in Providence, Rhode Island. The Basement, First and Second Stories are fitted up as School-rooms, and the entire building, thus divided, is capable of accommodating 600 pupils—boys and girls. We will now proceed to give an explanation of the accompanying *Plans* of the different School-rooms in the building. A reference to *Fig. 1* (page 65) will be advantageous in connexion with such explanation.



PLAN OF THE BASEMENT STORY.—FIG. 2.

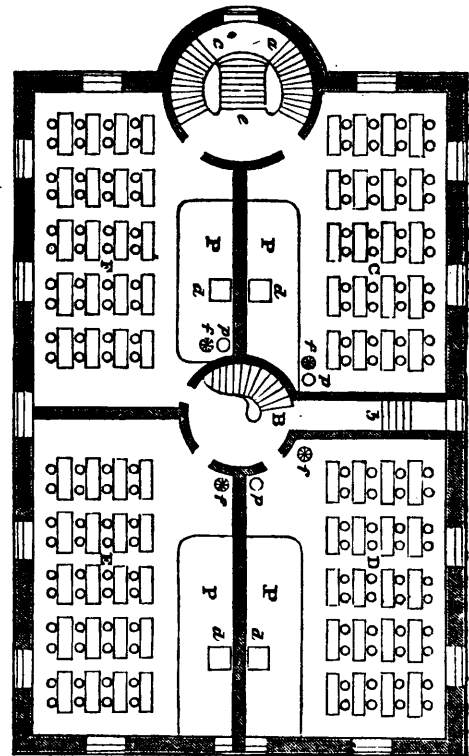
The Rooms in the *Basement Story* (which is 12 feet high in the clear,) are separated from each other by solid brick walls. The pupils, in the girls' department, entering the house at A, (*Fig. 2*), pass into the large lobby C, 12 feet by 28, from which they can go to all parts of the building appropriated to their use.

The furnace room H has a brick floor, and can be kept in as good order as any other parts of the house. The wood boxes, *n, n*, and the furnace F are so constructed, that, with an ordinary degree of care, the room may be kept as clean as any of the School-rooms. In this room, at *m, m*, provision is made for setting up umbrellas. It resembles a ladder placed in a horizontal position, and is fastened to the ceiling on one side, and supported on the other by substantial posts of oak or other strong wood turned in a tasteful style, and let into the floor. The pump *p*, accessible to all in the girls' department, connected with a nice sink, lined with lead, affords an abundant supply of excellent water. The rooms E, G, and I, nearly 16 feet by 24 each, are appropriated as offices of the School Committee, Superintendent and Masters, &c.

The large Lecture Room D, on the left hand side of the *Plan*, is furnished with a sufficient number of seats (a specimen of which is shown at *t*) to accommodate about 250 pupils. On the platform,

P, which is raised seven inches from the floor, is a long table, *d*, made convenient for experimental Lectures in Chemistry, Natural Philosophy, &c., having pneumatic troughs for holding gases. At F, (*i, g, i*) are suitable provisions for furnaces, &c., required in the preparation of chemical experiments. The pump, *p*, with a sink like the other, (in Room H,) is used exclusively by the pupils in the boys' department.

At all Lectures and other exercises in this room, the girls, entering at *a*, occupy the seats on the right of the middle aisle. The boys, entering by descending the short flight of stairs *b*, are seated at the opposite side of the room. This arrangement is deemed advisable in order to obviate the objections sometimes made against having a School for boys and for girls in the same building. The departments are thereby kept entirely separate, except in exercises in vocal music and occasional lectures. The boys enter the house at the end door B, which is 6 feet above the basement floor, and by a short flight of stairs, they reach the first story at *e* (*Fig. 3*.)



PLAN OF THE FIRST STORY.—FIG. 3.

The three rooms, D, E, and F, (*Fig. 3*), are appropriated to the department for girls. They are easy of access to the pupils, who, ascending the broad flight of stairs (at *a*, *Fig. 2*), terminating at B, can pass readily to their respective rooms.

As the course of instruction in this School occupies three years, the room D, (*Fig. 3*), is appropriated to the studies of the *first* year, E to those of the *second*, and F to those of the *third*. In each room, there are three sizes of seats and desks, but the arrangement in all is uniform—the largest being at the back of the room. The largest desks are 4 ft. 8 inches long, and 22 inches wide on the top; the middle size is 2 inches smaller, and the other is reduced in the same proportions. The largest seats are as high as common chairs, (about 17 inches,) and the remaining sizes are reduced to correspond with the desks. The passages around the sides of the rooms vary from 2 to 4 feet wide, and those between the rows of desks from 18 to 24 inches.

On the raised platforms, P, P, P, P, are the Teachers' Tables,

d, d, d, d, covered with green baize and furnished with four drawers each. The registers *f, f, f, f*, admit the warm air from the furnace, and the pipes, *p, p, p*, conduct it into the rooms in the upper story. The passage, *b*, leads into the yard, which is ornamented with a variety of shrubbery. The door near *e*, leading from the room F is used only for Teachers and Visitors, except when the two departments assemble in the hall. In the room C, the boys pursue the studies prescribed for the first year. The other rooms in this department are in the next story.

Pupils ascending from the area *e*, Fig. 3, by two circular stairways, land on the broad space, *a, c*, from which, by a short flight of stairs, they reach the second story, which is sixteen feet high in the clear. This second story is divided into three school rooms—two of the smaller of which, separated from the third by a cross partition, are fitted up precisely like rooms C and F, in Fig. 3, and are immediately over them; and the third is fitted up like D, Fig. 2, only that it is furnished with three rows of seats instead of two, and has three seats and desks on each side of, and parallel to the ends of, the Teacher's platform.

One of the smaller rooms in the second story is appropriated to the middle class, and the other to the senior class of pupils. The arrangement of the seats and desks are the same as in the other rooms, except that they are *movable*—being screwed to a frame not fastened to the floor, (as shown in Fig. 4.) The cross partition, referred to above, is composed of four very large doors, about 14 ft. square, hung with weights in such a manner that they may be raised into the attic, thus throwing the whole upper story into *one large hall*—an arrangement by which one room can be changed into *three*, and three into *one*, as occasion may require. On all public occasions, such as Quarterly Examinations and Annual Exhibitions, the rooms are thus thrown together, and the seats and desks turned so as to face the large platform in the principal school-room.

In erecting a building, such as we have described, in which the School-rooms are necessarily placed one over the other, care should be taken to deaden the noise overhead. This may be done by filling up (with proper precautions) the spaces between the joice of the floors with tan bark, cork shavings, or some other compact light substance.

We have been more than ordinarily minute in our explanations of the foregoing plans, in order that parties wishing to avail themselves of the information afforded in the Department of "*School Architecture*" in this *Journal* may be furnished with every particular of importance connected with the construction of the Superior High Schools in the best educated parts of America—the New England States. In our next number we will present a very complete series of plans, &c., of a very beautiful Grammar School-house, with appropriate explanations.

ON THE VENTILATING AND WARMING OF SCHOOL-HOUSES.—No. II.

To the Editor of the *Journal of Education*.

SIR,—In my first letter on this important subject, I endeavoured to point out the inefficiency of the method of ventilation, and warming, as explained in the January No. of your *Journal*, and to point out the evils attendant on the want of a regular supply of pure air for the use of the scholars during the winter season. Those remarks were intended to apply principally to the ventilation and warming of School-houses. That they are applicable to any description of building must be obvious, with this difference, that in some buildings the air has to be supplied in a much greater quan-

tity than in others; the supply in every instance being regulated by the demand. I will now point out the disadvantages of using open fire-places, or stoves; the hot air, hot water, and steam systems will then be discussed, and the means explained by which the evils incident to the use of the foregoing systems may be remedied and avoided.

It would be occupying too much space to enter minutely into the discussion of the several systems of ventilation and warming at present in use; for all practical purposes, it will be sufficient to point out their obvious disadvantages. That those disadvantages have existed, and still exist, is proved by the numerous patents which are continually making their appearance, and each successive patent purports to be an universal panacea for every evil connected with ventilation, and warming. The principal cause of the failure of these patents may be explained by the neglect on the part of the authors, of applying FRANCIS BACON'S rule (as laid down in his "*Novum Organum*"), which has led to so many discoveries in science, of tracing effects to their causes. In temperate climates, the open fire-place is more generally used than any other method: even at the present time, it is much used in this Province, particularly in the newly settled districts, where fuel can be procured at a cheap rate. As the country becomes cleared, and the price of fuel is increased, the stove generally supersedes its use. It is, without exception, the most expensive method of warming that has ever been introduced. According to Dr. ARNOTT, the loss of the heating power is as much as $\frac{2}{3}$, while Count RUMFORD estimated it as high as $\frac{1}{2}$. Its superior advantage with regard to ventilation are, however, fully admitted; but those advantages are purchased at the expense of greater inconveniences. Heating, by means of an open fire-place, is principally effected by radiation; but as the heat from the fuel diminishes, in proportion as the squares of the distance increase, the temperature is unequal; besides this inconvenience, the cold air which is drawn into the room, through the cracks and crevices of the doors, windows, and flooring, being specifically heavier than the rarified air in the room, will assume the lowest point, which will be the floor level; thus another cause of unequal temperature is created. The other objections to its use are, those occasioned by smoke and dust, the attendance which is constantly required to renew the fuel, and the danger which may arise from an occasional spark, which, in many instances, has occasioned the loss of a large amount of property.

The air in a room, heated as above stated, is as much supplied from a damp cellar, where vegetable decomposition is constantly going on, as from any other source. The air thus drawn in sweeps the floor, and brings with it a large amount of dust, in addition to other impurities: a portion of this impure air being heated by radiation, it ascends to the ceiling, and as it cools, descends by the walls of the room to the floor, to undergo the same process. A person, therefore, sitting in a room heated by an open fire-place is subjected to a variety of currents, cold draughts from the doors and windows, as well as the inconvenience of an unequal temperature, all of which evils produce many injurious and disagreeable results, particularly to persons of delicate constitutions. Another serious objection to the open fire-place is caused by the occasional draughts of smoke, and other dangerous exhalations, down the chimney when the fire is not lighted. Two members of a most respectable family in this City were very nearly suffocated from this cause a short time ago; and this is not the only instance that could be mentioned: rooms with open fire-places are continually liable to these accidents, and more particularly when coal fuel is now so extensively used. Various remedies have been proposed in order to remedy these evils; the most effectual by which ventilation and warming are united, is, the introduction of a flue at the back of the fire-place, so that the external air becomes heated before it enters the room; thus a downward system of ventilation is produced, and has been found to answer very well; at the same time, it has its disadvantages. A supply of pure warm air may be obtained in this manner; but the other objections are not removed, they are only lessened.

I have the honor to be,

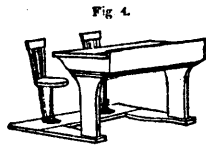
SIR,

Your obedient Servant,

KIVAS TULLY,

Architect & Civil Engineer.

Toronto, April 30th, 1849.



PLAN OF SEATS AND DESK.

Educational Intelligence.

CANADA.

Knox's College, Toronto, close of the Session.—On Wednesday the 18th ultimo, the fifth College Session in this institution was brought to a close. During the preceding week a series of examinations was conducted in the various classes, by the Professors. Occasional visitors attended these examinations. The concluding scene was peculiarly interesting. The Divinity Hall and Library were thrown into the large hall, which was well filled with professors, students, and visitors, among whom we were pleased to see so many ladies. The smaller attendance of visitors on the previous days, was occasioned by the opinion having gone abroad that the examination was private. There was peculiar solemnity in the concluding exercise, a large portion of which are of a devotional character. The number of students attending the classes, with the view to the ministry, was fifty-three; among them the utmost harmony and good feeling had prevailed, during a very laborious session; they had become knit together by many pleasing, hallowed associations; they were now about to be separated from each other, to be scattered abroad throughout the wide extent of our home missionary field. To the senior class, who had finished their course of academic study, and had not the prospect of again meeting in like circumstances with their fellow-students, with whom they had enjoyed much pleasing intercourse, the parting ceremonial was very impressive. Indeed professors and students had become so much like members of an affectionate family, that the prospect of separation filled the mind with sadness, and furnished matter for serious reflection.

The examination having been finished on the previous days, Wednesday was occupied with the distribution of prizes, as they had been awarded, chiefly by the suffrages of the students. The professors in delivering the prizes to the successful competitors, made appropriate remarks, expressing their satisfaction with the general progress of their classes; and stating how difficult it was to decide in cases of competition, upon the order of merit.—[Ecclesiastical and Missionary Record.

Examination, Queen's College, Kingston.—The public examination of the classes of Queen's College took place on Thursday last. As on former occasions, the appearance made by the students reflected much credit upon their diligence, and also on the efficiency of the Institution. The time, however, (from 10 A. M. to 5 P. M.) was by far too limited for the purpose, as only a very few specimens could be given of the great extent and variety of work gone through during the session. Besides, the increasing number of students makes it necessary that the time for examination should be extended. We may mention as one proof of the industry of the young men, that no less than 130 essays, &c., were given in by competitors for the prizes. Among so many, it must have been no easy task to decide on their respective merits. After the distribution of the prizes, the Rev. Principal MACHAR closed the eighth session of the College with an address.—[Kingston Argus.

Musical Prize Compositions, King's College, Toronto.—It will probably be in the recollection of our readers that about this time last year, the President of the University offered for general competition amongst the cultivators of Music three prizes: one of £5 for the best vocal trio; one of £3 for the best Duet; one of £2 for the best Ballad. The result of this announcement was that several compositions of considerable merit was sent in, in competition for each of the prizes. Soon after the receipt of them, they were transmitted by the President to England for decision on their relative merits. Mr. HORSLEY, the well-known author of so many justly-admired compositions, kindly undertook the duty of adjudging the prizes, and his decision was received by the last mail.

We have now the pleasure of announcing that the author of the three pieces, to which that distinguished musician awarded the prizes, is Mr. J. P. CLARKE, Mus. Bac., King's College.

We have also much gratification in adding that the liberality of the Hon. Mr. Justice DRAPER supplied the funds, which have on this occasion been applied for the very desirable object of promoting among the residents of the Province the cultivation of the theory and practice of Music.

We subjoin a copy of the official notice which has been posted in the Hall of the University:

MUSICAL PRIZE COMPOSITIONS.

1. Trio—J. P. CLARKE, Mus. Bac.
2. Duet— “ “ “
3. Ballad— “ “ “

The following are the names of the Prize Compositions referred to:—
“*I Dream't Last Night*,” “*Tell me, Fair Maid*,” and “*Airy Spirits*,”—
[British Colonist.

Victoria College Examination.—The Examination of the Classes in Victoria College commenced on Monday morning, 30th ult. We have never before attended an Examination at Victoria College which has conferred greater honour upon that Institution, than the present one. Throughout the whole course, the Examination evinced, on the part of the Professors, untiring exertions to forward the progress of the classes, and on the part of the students, assiduous attention to the subjects of study. The exercises continued throughout Monday, Tuesday, and Wednesday. Universally they displayed an acquaintance with their subjects that could be derived only from a rigid analysis and an entire mastery of them. On Tuesday several classes were examined in the more advanced classical writers, and acquitted themselves admirably, answering all the questions of their Examiners. Those in Geometry, Conic Sections, and Moral Philosophy, showed by their abilities the lofty stand to which the reasoning powers of man, if rightly cultivated, were capable of attaining.

On Tuesday evening the Rev. Dr. RICHEY delivered an eloquent Address before the Faculty, Students, and a respectable audience, in the College chapel. His theme was,—*The English Language and Literature—their leading characteristics, and probable destination*; a subject appropriate to the occasion, and well adapted to the learned gentleman's powers. The whole was a master-piece of eloquence, strength, and beauty.

The following degrees were conferred:—That of A.B. on J. CAMPBELL, and C. M. D. CAMERON, who had honorably completed the Collegiate course—A.M. on OLIVER SPRINGER, A.B., Barrister, of Hamilton, and WILLIAM BROUSE, M.D., of Prescott; and D.D. on the Rev. JOHN SCOTT, of London, England.

These interesting exercises were closed by the distribution of prizes to the following young gentlemen:—The “*Elgin Prize*,” Paley's Evidences, JOHN CAMPBELL, of Cobourg. The President's class in History, first Prize, M. H. AIKINS, Cooksville; second, DAVID ORMISTON, Darlington. “*Trustees and Visitors' Prize*,” in the Classics, awarded by Professor WILSON to S. W. HARDING, Picton. Professor PADDOCK's Prizes in Geometry, first, J. H. DUMBLE, Cobourg; second, C. W. MARSH, Cobourg.—[Cobourg Star.

University of McGill College.—A Convocation was held in the College Hall, on Saturday last, when the following degrees were conferred upon Candidates entitled to receive the same:—

Bachelor of Arts—ALEXANDER MORRIS.

Doctors of Medicine and Surgery—F. CHALLINOR, J. P. MARR, CENEAS MACDONELL, M. SABOURIN, D. ODELL, G. C. WOOD, J. N. BUXTON, J. M. QUERNEL, T. McGRATH.

The Honorary Degree of Doctor in Civil Law, was conferred upon the Rev. W. T. LEACH, A. M., Professor.—[Montreal Gazette.

The Common Schools of the City of Hamilton—the Queen's Birth Day—Noble Conduct of the Mayor.—We have much pleasure in referring pointedly to the following indication of cordial interest in our Public Schools as evinced by the Corporate authorities of the Queen City of the West:—

“Among the features which will mark the 24th May, 1849, and in addition to those made by the Committee, we are gratified to learn that arrangements have been made to give the children of the Public Schools a feast on the happy occasion, and right merrily will they enjoy it. At 9 o'clock, A.M., they will assemble in the Court House Square, where they will form in procession, and march through the principal streets to the Cricket Ground. A luncheon will be prepared for them there, for which they will be indebted to the noble generosity of our worthy and highly esteemed Mayor, W. L. DIXON, Esq.”—[Hamilton Gazette.

Hamilton City Schools—Queen's Birth Day.—The birth day of our most Gracious Queen was observed as a Holiday in the Common Schools of the City of Hamilton by order of the Board of Trustees.

Examination of Schools in the Town of London,—Prizes.—On last Thursday the Quarterly Examination of Mr. MURTAGH's school (in St. David's Ward) took place in presence of His Worship the Mayor and the Trustees of Common Schools for this Town, besides a numerous attendance of respectable visitors. In addition to an examination in the ordinary branches, the pupils were exercised in “writing from dictation,” which not only showed their proficiency in penmanship, but also tested their knowledge of orthography and punctuation, as well as the proper use of capital letters. It was very pleasing to see many boys and girls without hesitation write down a number of difficult sentences not only quickly but but accurately. Throughout the examination the pupils answered with remarkable promptness and accuracy in the several subjects on which they were exercised.—[Com. to Canadian Free Press.

The Common School under the tuition of Mr. ROBERT WILSON, was examined last Friday, in presence of the School Trustees and a number of

the parents of the scholars. We cannot omit expressing the pleasure we felt in witnessing the acquirements of the pupils in geography, especially that part of it relating to Canada, and Mr. Wilson by drawing a map of Canada on the black-board, has enabled his geography class to master it. Several excellent specimens of pencil drawing were exhibited, and did great credit to the scholars. The exercises in vocal music were deserving of all praise.—[Canadian Free Press.

The School taught by Mr. ANDREW ROSS, in St. George's Ward, was examined on the 28th ult., in the presence of the Trustees and a number of the parents. The examination was highly creditable on all the different branches; the grammar class particularly so. The children were clean and neat in their appearance, and their orderly conduct could not have been surpassed. The number of children present was about 75. £3 15s. and a number of historical works were distributed as prizes to the most deserving.—[Com. to Canadian Free Press.

Examination of the School in Section No. 2, South Dorchester. under the tuition of Mr. CHANT. A goodly number of respectable persons were present, and the scholars went through their various exercises with great credit to themselves and to their teacher. Both parents and Trustees were evidently much gratified. There was one branch of education, the exercise of which was most interesting and delightful; it was music; only a few months ago the children had no idea of what constituted a musical sound, now, they not only understand its first principles, but can sing a variety of tunes, marking the time by the motion of the hand with a degree of accuracy, which those who have neglected it in early life can with difficulty attain.—[Com. to Canadian Free Press.

Examination of School Section No. 2, Town of Simcoe.—The Quarterly Examination of this School, for the present year, took place on Friday last. We were happy to learn, that the pupils acquitted themselves very creditably, and from all present with whom we conversed, we heard but one opinion—that of unqualified praise—of the judgment, prudence and ability displayed by Mr. OLDS, the Teacher, in the management of the School.—[Long Point Advocate.

Examination of the Simcoe Female School.—On Friday last, the Examination of the School in this Town, under the charge of Miss MURPHY, was held in the presence of a large and respectable assemblage of ladies and gentlemen. Those of the Exercises which we witnessed reflected the highest credit on Preceptress and Pupils, and fully confirm the hopes entertained of the success of the School at the time of its establishment. We respectfully congratulate Miss Murphy and the Patrons of the School, on her success, and trust that her exertions may be appreciated and rewarded as they merit.—[Ibid.

Examination at Newburgh Academy and Midland District School.—In a letter signed by the Rev. WILLIAM McFADDER and Messrs. WARNER, ASSELSTINE and MILLER, published in the Kingston papers, we find the following account of an "interesting annual examination of the pupils attending the Academy in the rising village of Newburgh, under the management of Messrs. BEACH and MCGWIN. The average attendance was about 100, for whom there is ample accommodation in the very neat and convenient two story building erected for the purpose; and yet, such is the encouragement given to the School, and the prospect of increasing patronage, that the Trustees are entering into arrangements for considerably enlarging the building.

"The different classes examined during the day manifested an intimate acquaintance with the various branches of study pursued in the Academy, and the practical knowledge displayed by the Pupils did great credit to their indefatigable Teachers. It might appear to be invidious to make distinctions where all did so well, but we cannot forbear mentioning a few classes who acquitted themselves to the admiration of the numerous spectators, especially the classes in Natural Philosophy, Trigonometry, Mensuration, Algebra, Sallust, Geography, and English Grammar. The improvement made during the year, surpassed our most sanguine expectations, and must have been not only very satisfactory to the parents and guardians of the youth attending, but to the Teachers, who appear to be well adapted to their calling, and are much beloved by their pupils."

Examination of the Paris Union School.—"The Quarterly Examination of this School took place on Saturday the 31st ultimo, much to the credit of Mr. MESSON, the Teacher, who was lately a Student in the Normal School, Toronto. As this was the first quarter that the school had been taught on the intellectual system, it was not to be expected that the system, in so short a period, could be brought to perfection; those present, however, were well satisfied with the superiority of the new system over the old, and were well pleased to witness the seeming confidence and freedom it establishes between teacher and pupil. It is evidently a system which must cultivate and improve the understanding, as well as

the memory. The different exercises were gone through with in a highly creditable manner, especially those in Grammar, Geography, and Arithmetic. The intellectual plan requires two apartments, and of course two teachers, one for the higher and one for the common branches of education. The trustees will be able to remedy this ere long, as they will shortly have three hundred pounds at their disposal for School purposes, with which they intend to erect a building, suitable to the growing wants of the village and neighbourhood."—[Com. to the Galt Reporter by the Rev. DAVID CRAW, and Messrs. McCOSH, FINLAYSON, and SINCLAIR.

Examination of Galt School.—The Quarterly Examination of the Galt School, under the efficient management of Messrs. R. [from the Normal School] and D. McLEAN, Teachers, took place in presence of a large assemblage of gratified spectators, composed of the School Trustees, several Clergymen, and the parents and friends of the pupils.

The examination was highly creditable to both Teachers and pupils. In going through the different exercises of English Reading, Grammar, Geography, practical Arithmetic, Algebra and Geometry the very youngest of them showed they were accustomed to *think*, which is one peculiarity of the system pursued in the School—the exercises in mental Arithmetic eliciting much praise. Another peculiarity of the simultaneous answering system is, the entire absence of anything like diffidence or embarrassment—the mutual confidence it establishes between teacher and pupil—the eager attention bestowed by the pupils on every question addressed to them by their teachers, who seem to possess the faculty of imparting much of their own energy to those under their charge.

The new School House (being part only of a more extensive contemplated plan,) is in keeping with the importance that attaches itself to education. It is a stone building 80 by 34 feet, a spacious hall of 12 feet separating it into two divisions of 32 and 30 feet each, with an arched ceiling of 20 feet in height; the one division for elementary instruction, the other for the more advanced. Next to the entrance of each division is a platform of 12 feet, the remaining part is seated, on a sloping elevation of one inch per foot, which places every individual in the School under the eye of the Teacher. The side walls are hung with specimens of Natural History, and the partition wall covered with Maps of every description, to facilitate the study of Geography.

I am happy to find that the conviction entertained in all free countries, of the urgent necessity of general education—that the general diffusion of knowledge is the only true security for well-regulated liberty—is beginning to be felt here. The great zeal displayed by the Trustees during the past few years for the improvement of the School, in procuring competent Teachers, and in providing suitable accommodation, has done much to bring about this object.—[Communicated to Galt Reporter.

Examination in School Section No. 25, Dumfries, Gore District.—On Wednesday, the Quarterly Examination in School Section No. 25, in the Township of Dumfries, took place, in presence of the Trustees, the Rev. Mr. SMITH, of Galt, Messrs. BOWMAN, J. P. MOORE, CRANSTOWN, SHIEL, CUNNINGHAM, BROWN, WILSON, DICKIE, and others of the parents and some of the most influential residents. This examination had been looked forward to with interest by those residing in the Section, from the circumstances of its being the first one since the appointment of the present teacher, Mr. ALEXANDER McCLELLAND, who came highly recommended by the Head-Master of the Normal School at Toronto, in which he had received his training as a teacher. The attendance of scholars was very respectable. The examination embraced all the branches usually taught in common schools, and the manner in which all the classes acquitted themselves, was equally creditable to the expertness and diligence of the scholars, and to the ability, skill and perseverance of the Teacher, in carrying out the method which he has adopted. Before the dismissal of the School, the Rev. Mr. SMITH briefly addressed the Teacher and the Scholars, expressing the great satisfaction he had felt at the appearance which had been made, and assuring those who were immediately interested in the school, that from what they had just seen of Mr. McCLELLAND's capabilities as a Teacher, they had every reason to put full confidence in his painstaking, experience, and competency.—[Galt Reporter.

BRITISH AND FOREIGN.

Highbury College, the well known dissenting educational institution near London, has been sold. It is intended to convert it into a Training Institution in connection with the Church of England.—[London Wachman.

School for the Gipsies.—A school and asylum have at length been established for the children of gipsies; it is situated at Farnham; Lord ASHLEY is the patron, Mr. GLYNN, M. P., is the treasurer.—[Ibid.

JOURNAL OF EDUCATION.

TORONTO, MAY, 1849.

DUTY OF PUBLIC MEN OF ALL CLASSES IN REFERENCE TO COMMON SCHOOLS.

As the perfection of a steam engine or manufactory consists in the mutual adaptation and completeness of the various pieces or parts which compose it ; so the highest civilization of a community consists in the intellectual and moral elevation of its individual members. If the individual inhabitants of a country, county, township, or town, be ignorant and vicious, they must present an aggregate of ignorance and vice. But if the individuals of which any neighbourhood, town or country is composed, are educated, enlightened and virtuous, the character of such neighbourhood, town or country will be that of intelligence and virtue, and in the same degree as these elements of civilization and refinement prevail.

The diffusion of the elements of intelligence and virtue throughout a whole population is a social process, and can only be accomplished by social means ; and in proportion to the comprehensiveness and energy of the social combination will be the extent and degree of the social elevation. If the wealth, the rank, the intelligence of a community be arrayed on the side of social progress, the ignorance and apathy which may exist among the masses of such community will soon be penetrated and dispelled, and the unmeasured power of their intelligence and enterprise will soon be added to the resources of their country—an accession of greater importance than the largest immigration of mere physical strength, much more of ignorance and pauperism. If, on the other hand, the intelligence and wealth of a country are opposed, or even indifferent to the universal education of the masses, the predominant ignorance and apathy of the latter leave no elements or resources adequate to its accomplishment. The relations of the poor to the rich—of the uneducated to the educated—require the co-operation of the latter in the education of the former. There is no example of the universal diffusion of education in any country without the countenance, the support and active co-operation of both the government and the wealthier classes in the promotion of that object.

Every man of wealth and intelligence who stands aloof from the noble and patriotic work of promoting the education of the masses of his fellow-countrymen, is so far their enemy and the enemy of his country. As far as in him lies, he is endeavouring to inflict upon the youth of the land a worse than famine of bread—the famine of knowledge. Every rich man, every educated man, every Christian Minister, every man of influence however limited, should ponder upon his own personal obligation and responsibility in regard to the intellectual elevation of his country. The Common School Act provides that all Christian Ministers, Magistrates, Judges and District Councillors shall be visitors of Common Schools—thus contemplating and providing for the united influence and co-operation of the representatives of the Christianity, the wealth and intelligence of the country in promoting the universal education of the people.

The vigorous, voluntary exercise of this mighty dormant power will do more to promote Common School Education in Canada than thousands of legislative enactments without it. It is a power greater than that of law—a power the physical resources of which law should put under contribution, but the moral influence of which no law can compel, in a work of common interest and vital importance to the whole country. His Excellency GOVERNOR BRIGGS, of Massachusetts, (in a letter addressed to the editors of the *New-York*

Student, acknowledging the receipt of maps of the States of Connecticut and Massachusetts, prepared by pupils of a New-York Common School,) makes the following remarks, which deserve the attention of all public men in Upper Canada :—

“The idea cannot be too deeply impressed upon the public mind, that the future character of the people of this country is to be moulded and formed in the Common School House. The importance, then, of elevating the condition of our Common Schools, cannot be over estimated.

“Let legislators, public men, Christians, and all who love their country and their race, exert themselves to improve the present systems of popular education, and to extend their benefits to every child and youth in the country. There is but one period in human life when the priceless blessings of education can be imparted. That is the morning of life. If then neglected, the opportunity is lost forever. Legislatures which do not make suitable provisions for the instruction of the children of the state, do great injustice to the children themselves, and bring upon the state a manhood of ignorance and vice. These neglected children will become matured paupers and criminals, and in this form be the instruments, in the hands of Providence, of scourging the state for its criminal omission to do its duty to them, by providing means for their education.”

FRUITS OF THE PRESENT COMMON SCHOOL LAW OF UPPER CANADA.

Up to the present moment we have published no general statistics illustrative of the operations of the present Common School Law of Upper Canada. In one or two instances we have given two or three statistical statements on particular points, but have entered into no details. This law came into full operation the 1st of January, 1847. The first ten sections of it relating to the Provincial Superintendent, the Board of Education and the District Councils came into force in June, 1846. The year 1846 was therefore a year of transition from the late, to the present Common School Act. The opposition which was made in certain quarters to the present Act on its first introduction and the prejudices which were excited against it in the minds of many persons by almost incredible representations, are known to all our readers ; and the removal of those prejudices by actual experience, and the general approval of the Act by those who are most interested in the promotion of Common Schools and have done most to advance them, are facts equally well known. The test of experience has resulted in the prevalent opinion in favour of the general provisions of the present School Act, with a conviction equally general as to defects in some of its details, arising chiefly from the want of greater discretionary power in Local Trustees and Councils.

But the question is, has the system of Common Schools advanced in Upper Canada since the present Act came into full force in January, 1847 ? We answer this question by referring to two tables of statistics which will be found on pages 76 and 77 of this number, and which formed part of an Appendix to the General School Report for Upper Canada for 1848, transmitted the present month to His Excellency the GOVERNOR GENERAL. The Normal School, a uniform series of School Books, Public Quarterly School Examinations, triennial election of Trustees, classes of appropriate School Visitors, comprehensive statistical School Reports, are the creation or results of the present Common School Act, apart from an increase of two months, or one-sixth, in the average time each year during which the Schools are kept open throughout Upper Canada, an increase of ten per cent. per annum in the attendance of pupils at the Schools, an annual increase of more than ten per cent. in the amount of moneys raised by voluntary local taxation for the salaries of Teachers ; to which may be added last in order, but first in importance, an increased interest on the part of a large portion of the people of the several Districts in respect to Common School Education.

The various statistics and illustrations furnished in the General School Report for the years 1847 and 1848, (which will soon be printed) can alone do justice to the present School system;—but the brief general statistics contained in the tables referred to, on pages 76 and 77, will give some idea of its operations and progress. We leave the reader to draw his own conclusions of the general working of the School system after a careful examination of those statistical tables; and we will confine ourselves in this place to two or three explanatory and general remarks.

1. The Legislative Grant, in aid of Common Schools in Upper Canada has not been increased. This is £19,500 per annum, exclusive of £1500 per annum in support of the Provincial Normal School. Whatever increase therefore there has been since 1846 in the amount of money raised for the support of Common Schools has arisen from voluntary local taxation.

2. The amount of moneys reported in the tables referred to, is for the *salaries of Teachers alone*—not including the expenses incurred from local Superintendence, the erection and repairs of School houses, &c. &c. The present law does not permit any part of the *School Fund* to be expended for any other purpose than the payment of the salaries of legally qualified Teachers.

3. It will be seen by the tables referred to, that while there has been an increase in the amount of money raised for the salaries of Teachers *at the rate of nearly 40,000 dollars per annum; one-fourth* of that increase will be found under the head of *Municipal Assessment, three-fourths of it* will be found under the head of *Rate-Bills*—a department of School moneys which entirely depends upon the voluntary co-operation of the Trustees and their constituents in the several School Sections.

4. It is a gratifying and encouraging fact, that over and above the amount of the Legislative Grant, and the sums raised for the salaries of local Superintendents, the erection of more than 100 School houses, the repairs of many others, &c., &c., &c., the people of Upper Canada have, in 1848, by local voluntary taxation, for the salaries of Common School Teachers alone, raised the sum of *two hundred and sixty-four thousand dollars*—a sum, which many of our readers will be surprised to learn, is larger in proportion to the population of Upper Canada than that raised in the same way and for the same purpose by our neighbours in the State of New-York in proportion to the population of that State.

5. It will also be observed from the tables referred to, that the number of School visits by Clergymen, Magistrates and Councillors, as authorized by the present Act, has been much larger than had been anticipated; that there has been a considerable increase of School visits in 1848 over that of 1847. There is every reason to believe that the present and subsequent years will witness a large increase of such visits. The salutary influence of them can be easily conceived.

It is furthermore worthy of remark, that although there is a large *aggregate* increase of pupils in the Schools, the increase in their *average* attendance, [since the substitution of the *Quarterly* for the *Day* rate-bill system] is much larger than the *aggregate* increase. It appears from statistics in the annual reports for the years 1847 and 1848, [not contained in the tables alluded to,] that the *gross* average attendance of pupils in the *Summer* of 1847, was 84,537, in the *Summer* of 1848, 112,000. The *gross* average attendance of pupils in the *Winter* of 1847, was 89,991; in the *Winter* of 1848, 114,800.

7. We remark finally, that in every municipality in Upper Canada, with the single exception of the City of Toronto there was an increase

of School moneys in favour of 1848 over 1847. In one of the two General School Reports referred to, laid before the Legislature and ordered to be printed, a comparison has been instituted between the progress and state of the Common Schools in U. C. and in the State of New-York; and we are persuaded that if the people of Upper Canada advance in their School operations for five years to come as they have during the last two years, they will not only equal but even be in advance of our New-York neighbours, excepting in the Cities and Towns and in the important department of School Libraries—a department which we hope the Government and Legislature of Canada will enable us to commence during the current year.

SCHOOL ARCHITECTURE.—We are informed that contracts have already been entered into for the erection of several School-houses according to Designs and Plans which have been given in this *Journal*. In future numbers we hope to furnish more numerous and varied plans than we have yet given. The Board of Trustees for the Town of London, C. W., with the approval of the Mayor and Council, having offered a premium for the best designs of a School-house for the accommodation of 600 children, have adopted the designs prepared by W. THOMAS, Esq., Architect of this City. We hope to insert engravings of these designs in the *Journal of Education*. The Corporation of the Town of London proceeds very differently from that of the City of Toronto in regard to the Common School education of their youth. In Toronto the Common Schools are yet closed, while juvenile crime increases and abounds beyond all precedent. Who is morally and socially responsible for the crime which results from a large youthful population left idle by shutting up the Common Schools against it?

A NATIONAL CONVENTION OF THE FRIENDS OF COMMON SCHOOLS is to be held in Philadelphia, commencing on Wednesday, the 22nd of August. This Convention has been appointed by several State Superintendents of Common Schools, by the Hon. HORACE MANN, the Rt. Rev. Dr. POTTER, and a large number of the most distinguished Educationists in the United States. The object of this Convention is mutual consultation and deliberation by the Friends of Common Schools and of universal Education for advancing the great cause of Popular Education throughout the Union. The writer of this notice hopes to be able to avail himself of the invitation given to attend this important meeting. The holding of such an Educational Convention in Canada would be an auspicious event—called and attended by leading public men, irrespective of Profession, Sect, or Party.

DEXTER D'EVERARDO, Esq., *Superintendent of Common Schools in the Niagara District*.—On the 9th ult., a public Supper was given by the inhabitants of Fonthill to this gentleman, as an expression of their appreciation of his efficient and valuable services as District Superintendent of Common Schools. The occasion seems to have been one of interest in the progress of popular education; and the testimony which it was intended to convey was truly merited by Mr. D'EVERARDO, whose qualifications and labours as a School Superintendent can hardly be over estimated.

The statistical tables on pages 76 and 77 have unavoidably excluded the article under the head of *Science and Practical Arts* (electro-magnetism and the electro-magnetic Telegraph) intended for this number,

THE TRIUMPHS OF KNOWLEDGE.

BY LINNEUS BANKS, ESQ.

An Extract from an Address, delivered at the recent opening of the Mechanics' Institution, Harrogate, England.

FELLOW-LABORERS,—We dedicate our time, our talents, our wealth, our influence, and our example to the great work upon which we are about to enter. A work, not of danger, destruction or death; but a work of fertilizing, strengthening, and adorning the human mind. The pen is our weapon, books our balls, the press our arsenal, lectures our councils of war, and institutions of learning our fortresses and barricades.

Thus equipped and sworn, like the Spartan youth, never to give up, *Onward* will be our guiding star; and as the star in the east lighted the shepherds of old to the stable in Bethlehem, so shall that word light us to the accomplishment of our wishes. The world is moving onward; but toward what, must depend upon the amount of knowledge which it carries with it. If the people are left to travel in the dark, they will go onward to greater misery and greater crimes.

We are looking forward to the advent of better days; and I rejoice to know that the means of securing them are in operation. Every letter taught to lisping infancy, every newspaper furnished, every school, and every institution of learning in the land, brings "the good time" nearer, and encourages us to persevere in sowing that sure and golden seed, which, once rooted in the mind, brings forth beautiful and everlasting flowers.

Knowledge opens to the mind a better and more cheering world. It introduces us to objects and glories which genius alone can portray. It lifts us above the earth; it takes us around and across it, pointing out and explaining matters miraculous and stupendous. It brings back the dead—those who went down to their graves thousands of years ago, but whose spirits still light the world.

It recalls deeds and re-enacts events over and over again, as truthfully as though we had been eye-witnesses. It also stretches far into the future. From the past to the present it ascends the dark staircase of time. It comprehends the possible as well as the actual, and furnishes histories long before they have taken place.

Knowledge enables us to live through all time. We can tread the earth from creation's dawn up to the existing moment, and become the spectators of every change it has undergone. The overthrow of dynasties, the revolutions of empires, the triumphs of art and literature, and the wars and conquests with which history groans, may all be crowded into our life's volume.

The experience of a day becomes the experience of an age, and almost gives to man the attributes of omnipresence. From the wandering Homer, who sang as never man sang before, up to Shakspeare—the bard of all time—and down to Byron, Burns, and Moore, we can sit and hold communion with every brilliant spirit, whose coruscations dazzle the earth.

Nor does the desirability of knowledge rest here. It awakens our sympathies, and by enlarging our desires, it multiplies them. It enables the possessor to command within himself all that is commendable and attractive to the eye of mankind. It brings him in contact with society, and adorns him in robes more costly than hand can weave, or skill invent.

It is his passport, his companion, his counsellor; and what is seldom met with in this world, it is his unflinching, unflinching, uncompromising friend. Knowledge! the ability to acquire it is the one great gift of God to man. It is the channel through which He makes himself known to us. The High and Mighty One is the source of all knowledge.

Knowledge is the bulwark of our country. It is the basis of her government, the source of her glory, and the prop of her institutions. The most illustrious men of this and other ages sprung from the humbler classes of mankind, and genius does for them what wealth and station cannot do for others.

Knowledge teaches economy, prudence, temperance, industry and honesty. It points out the way to gain, and to help those who are inclined to pursue it. It teaches us to avoid temptation, and fortifies us in the hour of peril. It puts money in the bank, clothes in the wardrobe, and delicacies in the cupboard. It provides entertainments, and supplies advantages otherwise unknown. It sends vessels, freighted, to sea; prepares and gathers in the produce of

distant lands, makes discoveries in science and shortens the distance between localities. It lights our streets, explores our mines, and enables us to transmit our thoughts to those who are hundreds of miles distant.

Without it, the faculties of the mind are paralyzed, memory is lost, perception destroyed, taste uprooted, and reflection scattered to the "winds of heaven." Without it, the body, sympathizing with the mind, loses its elasticity and elegant proportions. Without it, no man can soar above the earth, or perform one deed that shall send his name down to posterity honored and revered.

Knowledge is essential to enable us to know ourselves, to understand the relative dependencies of men upon their fellow-men, to guard against cunning, intrigue and sophistry, and to teach us how to appreciate the government of that Divine Agent whose arm encircleth the Universe. It is, likewise, necessary in business; for unless the head go with the hand, wheels may move, hammers may fall, and spades wear bright in vain. Without it, person and station are but "whited sepulchres," concealing the void and rottenness within.

Man was made for knowledge. His erect figure, his penetrating eye, and his organs of speech, all proclaim it. There are patriots who bear the brand and the sword, and patriots in name and speech; but the truest and best of patriotism is that which looks to the mental and moral, as well as the physical condition of a country, and which desires above all other things the cultivation of that intellect with which God has endowed its people.

AUTHORSHIP IN THE FREE AND SLAVE STATES OF AMERICA.

Look into Silliman's Journal, or the volumes of the American Academy of the Arts and Sciences, and inquire whence the communications come. Where live the historians of the country, Sparks, Prescott, Bancroft; the poets, Whittier, Bryant, Longfellow, Lowell; the jurists, Story, Kent, Wheaton; the classic models of writing, Channing, Everett, Irving; the female writers, Miss Sedgwick, Mrs. Sigourney, and Mrs. Child? All this proceeds from no superiority of natural endowment on the one side or inferiority on the other. The Southern States are all within what may be called "the latitudes of genius;" for there is a small belt around the globe, comprising but a few degrees of latitude, which has produced all the distinguished men who have ever lived. I say this difference results from no difference in natural endowment. The mental endowments at the South are equal to those in any part of the world. But it comes because, in one quarter, the common atmosphere is vivified with knowledge, electric with ideas, while slavery gathers in Bœotian fogs over the other. What West Point has been to our armies in Mexico, that, and more than that, good schools would be to the intelligence and industrial prosperity of our country.—*Hon. Horace Mann.*

LIEBEG WHEN A BOY.

Liebeg was distinguished at school as a "booby," the only talent then cultivated in German schools being verbal memory. On one occasion, being sneeringly asked by the master what he proposed to become, since he was so bad a scholar, and answering that he would be a chemist, the whole school burst into a laugh of derision. Not long ago, Liebeg saw his old schoolmaster, who feelingly lamented his own former blindness. The only boy in the same school who ever disputed with Liebeg the station of "booby" was one who never could learn his lesson by heart, but was continually composing music, and writing it down by stealth in school. This same individual Liebeg lately found at Vienna, distinguished as a composer, and conductor of the Imperial Opera House. I think his name is Reuling. It is to be hoped that a more rational system of school instruction is now gaining ground. Can anything be more absurd and detestable than a system which made Walter Scott and Justus Liebeg "boobies" at school, and so effectually concealed their natural talents, that, for example, Liebeg was often lectured before the whole school on his being sure to cause misery and broken hearts to his parents, while he was all the time conscious, as the above anecdote proves, of the possession of talents similar in kind to those he has since displayed.—*Dr. Gregory on the character of Liebeg.*

Literary and Scientific Intelligence.

THE SUBTERRANEAN MAP OF PARIS, commenced in 1844, is, it is said, nearly completed. It will form an atlas of forty-five sheets—corresponding to a superficies of five hundred by three hundred metres. It will exhibit, quarter by quarter, all the labyrinthine sinuosities of the ancient quarries and catacombs over which Paris is built, with the corresponding edifices, squares, and streets above ground. The labours of the engineers, in the execution of this work, have been, says the *Journal des Debats*, of the most tedious and delicate nature. This may be imagined, when it is understood, that every subterranean point has its corresponding exterior point,—and that a double calculation is necessary for the precise marshalling of objects without over the tortuous lines (empty or encumbered) within. The map has been co-ordinated on the supposition of two axes; one figuring a meridian passing by the Well of the Observatory—the other a line perpendicular to the first.—*Athenæum*.

PHOTOGRAPHIC DELINEATION OF THE PLANETARY SYSTEM.—The Irish papers announce that Professor Gluckman is engaged in the construction of a photographic apparatus, by which, with the aid of Lord Rosse's monster telescope, it is hoped that delineations of the most distant planetary arrangements and movements may be obtained.

MEETING OF THE BRITISH ASSOCIATION.—The Belfast Town Council has invited the British Association to fix upon Belfast as the place of meeting either in 1850 or 1851.

MISS ELIZA COOK, the celebrated Poet and Authoress, is about to edit a weekly literary publication in London.

THE GREAT ENGLISH HISTORIAN, LORD RECTOR OF THE GLASGOW UNIVERSITY.—Mr. Macaulay has delivered two brilliant and effective speeches at Glasgow on the occasion of his installation as Lord Rector of the University, and the tender of the freedom of the city. The University being in its 400th year gave the orator the opportunity of one of those rarely expressed historical retrospects in which he has no superior—as he grouped together the leading conditions of Europe at the close of each century. Pope Nicholas V., the founder of the University, and his part in the restoration of learning, the comparison of Bologna and Glasgow—the crop of learned reformers in another century—the age of the development of human rights and freedom, were the subjects of these sketches. A still more successful future was prophesied for the next hundred years. Mr. Macaulay is hopeful of the future. "Ever since I began," he says, "to make observations on the state of my country I have been seeing nothing but growth, and I have been hearing of nothing but decay. The more I contemplate our noble institutions, the more convinced I am that they are sound at heart, that they have nothing of age but its dignity, and that their strength is still the strength of youth." In Mr. M.'s second speech, he announced his intention of retiring permanently from political life, to resume his history—"a task, under the magnitude and importance of which I have sometimes felt my mind ready to sink." He desired that it might be still in his power "so faithfully, without fear or malignity, to represent the merits and faults of hostile sects and factions, as to teach a common lesson of charity to all."—*N. Y. Literary World*.

ANTIQUITY OF THE TURNING LATHE.—The turning lathe is an exceedingly ancient invention, dating 1250 years before the Christian era. It is ascribed to Talus, a grandson of Dædalus.

ANCIENT CHINESE DICTIONARY.—The Rev. Dr. Morrison mentions a dictionary in the Chinese language of 40,000 hieroglyphical characters, as having been compiled 1100 years before Christ.

NEW IMPERIAL CYCLOPÆDIA.—Charles Knight has issued proposals for the immediate publication of a new popular Cyclopædia, to be called the "Imperial," on the basis of the "Penny Cyclopædia." The admirable preparation of the latter work is well known, and its array of many of the most distinguished names in modern English science, art, and literature among its contributors. It had the rare merit of a popular work with the general reader, and of an authority with the scholar. It was edited by George Long, who with Mr. Knight and a subdivision of labour in the hands of editors of departments, will conduct the new work. The size is to be of medium quarto, the work to be completed in twenty quarterly volumes, at a guinea each. The additions will be of great importance, their cost, in Literature and Engravings being estimated at £12,000, the cost of the original work for copyright and engravings alone having been £42,000. Among the new features of the "Imperial" will be a complete Atlas of Ancient and Modern Geography; a Series of Treatises on the great Branches of Knowledge, to form one introductory volume, and for the close, a Lexicon of the English Language, etymological, critical, and technical, the definitions of which will be illustrated by reference to every important fact, term, and name in the Cyclopædia itself, whether scientific, literary, historical, or geographical. This enterprise is one of great importance, and affords a new

proof, if proof were wanted, of the increasing energy and ability of the publisher-author. The work is to be published by subscription and not stereotyped. It is to be dedicated by permission to Her most Gracious Majesty QUEEN VICTORIA, who, with Prince Albert, has expressed great interest in the work.—*N. Y. Literary World*.

A GREEK LIBRARY IN RUINS.—On my inquiring for the Library, at the monastery of Pantocratoras, I was told it had been destroyed during the revolution. It had formerly been preserved in the great square tower or keep, which is a grand feature in all the monasteries. I went to look at the place, and leaning through a ruined arch I looked down into the lower story of the tower, and there I saw the melancholy remains of a once famous library. This was a dismal spectacle for a devout lover of old books—a sort of biblical knight-errant, as I then considered myself, who had entered on the perilous adventure of Mount Athos to rescue from the thralldom of ignorant monks those fair vellum volumes, with their bright illuminations and velvet dresses and jewelled clasps, which for so many centuries had lain imprisoned in their dark monastic dungeons. By the dim light which streamed through the opening of an iron door in the wall of the ruined tower, I saw above a hundred ancient manuscripts lying among the rubbish which had fallen from the upper floor, which was ruinous, and had in great part given way. Some of these manuscripts seemed quite entire—fine large folios; but the monks said they were unapproachable; for that the floor also on which they lay was unsafe, the beams below being rotten from the wet and rain which came in through the roof. Here was a trap ready set and baited for a bibliographical antiquary. I peeped at the old manuscripts, looked particularly at one or two that were lying in the middle of the floor, and could hardly resist the temptation. I advanced cautiously along the boards, keeping close to the wall, whilst every now and then a dull cracking noise warned me of my danger, but I tried each board by stamping upon it with my foot before I ventured my weight upon it. At last, when I dared go no further, I made them bring me a long stick, with which I fished up two or three fine manuscripts, and poked them along towards the door. When I had safely landed them, I examined them more at my ease, but I found that the rain had washed the outer leaves quite clean; the pages were stuck quite together into a solid mass, and when I attempted to open them, they broke short off in square bits like a biscuit. Neglect, and damp, and exposure, had destroyed them completely. One fine volume, a large folio in double columns, of most venerable antiquity, particularly grieved me. I do not know how many more manuscripts there might be under the piles of rubbish. Perhaps some of them might still be legible, but without assistance and time I could not clean out the ruins that had fallen from above; and I was unable to save even a scrap from this general tomb of a whole race of books. I came out of the great tower, and sitting down on a pile of ruins, with a bearded assembly of grave caloyeri round me, I vented my sorrow and indignation in a long oration, which, however, produced a very slight effect upon my auditory; but whether from their not understanding Italian, or my want of eloquence, is a matter of doubt. My man was the only person who seemed to commiserate my misfortune, and he looked so genuinely vexed and sorry that I liked him the better ever afterwards."—*A Visit to the Monasteries in the Levant*. By the Hon. ROBERT CURZON.

AGRICULTURAL SCHOOL.—At Mount Airy, seven miles from Philadelphia, there is an agricultural institute where agriculture is thoroughly taught on an experimental farm of seventy acres. And in addition to agriculture, instruction is given, by competent instructors, in the English elementary branches, in mathematics and physics, in elementary and analytical geology, in botany, zoology, and entomology.

SINGULAR DISCOVERY.—An ingenious discovery, likely to be useful to collectors of old engravings, has just been made by a young man—Mr. Baldwin. It is, the means of splitting into two parts one sheet of paper, so as to separate the engravings in front from the text which may have been printed at the back—often to the obscuring of the former. We have seen a leaf thus divided, in which the one part shows the engraving perfectly clear—the other exhibiting the text as it had been printed on a page with a clean back. Each page is as sound as if it had been originally of a distinct fabric. The discovery will probably be valuable if applied to the drawings by the old masters, who were frequently in the habit of making studies on both sides of the same piece of paper.—*Athenæum*.

OAKS AND PINES.—Prof. Beck says, the oaks of the forest are known, with tolerable certainty, to attain the age of 800 or 900 years, and are the most aged trees that we possess. Pines are stated by Dr. Williams, in his history of Vermont, to live from 350 to 400 years.

FIGURES.—If you multiply any given number by itself, say 8, thus: 8 times 8 are 64; then take one from the multiplier, and add it to the multiplied, the product will always fall short by one of the former product. Thus: 1 from 8 leaves 7; 1 added to 8, are 9; 7 times 9 are 63. And this rule appears to extend to all numbers, large or small,

S T A T I S T I C A L T A B L E, N O. I,

Exhibiting the Results of the Operations of the present SCHOOL LAW for Upper Canada, 9th Vic., cap. 20, since its introduction in 1846-47.

THE DISTRICTS IN UPPER CANADA.	SCHOOLS IN OPERATION DURING THE YEARS		ASSESSMENTS IMPOSED BY MUNICIPAL AUTHORITY FOR COMMON SCHOOL PURPOSES DURING THE YEARS		RATE-BILLS IMPOSED BY TRUSTEES FOR THE PAYMENT OF TEACHERS' SALARIES DURING THE YEARS		GROSS AMOUNT AVAILABLE FOR THE SALARIES OF COMMON SCHOOL TEACHERS IN UPPER CANADA FOR THE YEARS		NUMBER OF PUPILS ATTENDING THE COMMON SCHOOLS OF UPPER CANADA DURING THE YEARS		
	1846.	1847.	1846.	1847.	1846.	1847.	1846.	1847.	1846.	1847.	
	No.	No.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	No.	No.	
Eastern,	186	178	1,448 14 8½	1,276 13 3	1,112 11 11	1,650 12 3½	2,036 3 2½	4,086 9 1½	4,444 17 9½	6,507	7,332
Ottawa,	45	37	432 10 8½	291 7 1	450 19 10½	195 8 5	466 13 1½	862 19 10½	1,016 0 7½	1,498	1,537
Johnstown,	226	198	1,571 5 4	1,600 0 0	1,673 12 11	1,520 11 3½	2,169 3 0	4,505 11 7	5,152 7 4	7,867	8,869
Bathurst,	98	120	1,099 1 4	1,834 18 10½	1,040 3 0½	848 15 2½	1,509 1 6½	2,507 6 3	2,721 1 9	3,818	4,662
Dalhousie,	101	61	0 0 0*	560 5 2	0 0 0*	2,261 10 0	635 18 6	2,818 9 9	2,187 8 5	1,824	3,968
Midland,	176	175	1,961 11 9	1,416 12 8	1,476 10 5	1,126 1 1	1,763 13 9	3,747 8 7	4,514 8 10	6,956	7,862
Prince Edward, ..	101	98	607 8 10½	550 7 2½	629 19 3½	1,128 12 5½	1,320 3 1	2,336 18 7	1,994 15 3½	4,087	4,117
Victoria,	94	103	623 17 7	672 11 5½	760 13 8½	491 9 7	931 6 0½	1,267 2 4	2,324 19 4	3,198	4,128
Newcastle,	169	171	1,694 17 0	1,494 9 9½	1,376 4 8½	2,336 1 6	3,124 13 8½	5,137 0 3½	6,005 1 4	6,880	8,176
Home,	289	316	3,377 11 11½	3,219 6 8	2,961 3 6	4,869 0 5½	5,321 14 4½	10,890 17 4	11,579 9 4½	13,781	15,662
Simcoe,	77	83	660 10 2½	630 5 0	717 11 2	733 14 2½	1,004 15 6½	1,801 4 11½	2,216 14 11½	2,920	3,827
Gore,	186	200	1,935 16 6	1,937 16 6	1,898 17 7	3,730 5 5½	3,982 17 9	7,099 9 1½	7,401 18 4½	8,610	9,956
Colborne,	61	73	660 19 11	660 19 11	769 11 4	184 13 1	683 15 11½	877 19 9½	1,306 14 5	2,237	3,497
Niagara,	179	183	1,580 17 6½	2,009 0 0	2,191 19 9	2,173 15 0	2,765 15 10½	4,875 19 10½	6,037 14 0	7,563	8,960
Talbot,	93	109	793 6 2½	823 13 10	892 7 7	566 8 5½	974 5 9	2,029 5 6½	2,448 10 3½	3,445	4,079
Brock,	145	148	864 15 10½	858 14 3½	794 8 5	1,299 18 1½	1,677 16 1½	2,878 3 4½	3,298 11 11½	4,589	5,645
Wellington,	93	104	1,040 0 0	864 10 3	1,317 0 0	1,052 6 2½	1,625 18 2½	3,073 6 6½	2,983 11 5	4,656	6,047
London,	193	195	1,555 4 8½	1,553 16 2½	1,635 10 10	2,329 18 8½	1,798 2 9	5,117 7 0½	4,955 12 2½	8,224	9,371
Huron,	3	41	236 3 7½	571 4 7½	723 2 7½	352 3 3	441 19 1½	810 8 4½	1,298 10 6½	1,498	1,986
Western,	57	134	1,270 15 1½	998 9 10½	1,031 16 0	524 7 5½	1,659 10 3	1,183 10 9½	3,711 3 1½	1,754	5,461
Grand Total, ..	2,589	2,727	22,715 8 11½	22,955 2 8	23,654 4 7½	29,385 12 3½	35,913 7 7½	67,906 19 1½	77,599 11 4½	101,912	124,829

No. of Schools in operation during the year 1846,	101,912	Gross amount available for the Salaries of Teachers in U. C., in 1846, £87,906 19 1½
No. of Schools in operation during the year 1847,	124,829	Gross amount available for the Salaries of Teachers in U. C., in 1847, 77,599 11 4½
No. of Schools in operation during the year 1848,	130,739	Gross amount available for the Salaries of Teachers in U. C., in 1848, 86,069 2 3½

* Included in Rate-Bill column. † An approximation—no Report having been received from Bytown for 1848. ‡ Defective Report.

STATISTICAL AND GENERAL REPORT OF SCHOOLS IN
THE NIAGARA DISTRICT, FOR THE YEAR 1848.

Education Office, Niagara District,
Fonthill, Feb. 10th, 1849.

Sir,—I have the honor to submit, through you, for the consideration of the Niagara District Council, the following Special Report on the number and condition of the Public and Private Schools in this District for the year 1848.

Returns for the town of Niagara and St. Catharines are included in the Report, in so far as I have been able to obtain them.

School Sections—The number of School Sections in the District is the same as in 1847, viz. 181. Of that number 145 are wholly within certain Townships, and 36 are Union Sections,—that is, Sections composed of parts of several Townships. Of the Union Sections 2 are composed of parts of four Townships, 5 of parts of three Townships, and 29 of parts of two Townships.

Number of Schools.—There were kept open during some part of the whole of the past year, 184 Public Schools:—number kept open in 1847, 183—*increase*, 1.

Teachers, Time Taught, Salaries, &c.—In 153 Schools, male Teachers were employed during some part of the whole of the past year; and in 58 Schools, female Teachers were employed during some part of the whole of the same period. In a few instances, the columns indicating the sex and salaries of the Teachers were not filled up by Trustees. That omission will not, however, materially affect the averages given below. Of the male Teachers, 61 received salaries, exclusive of board, amounting to £50 and upwards—less, however, than £75:—five received £75 and upwards, less than £80: eight received £80 and upwards, less than £100; and one received £125. The average salaries of male Teachers was in round numbers, £52; that of female Teachers, £31, in each case exclusive of board. The Public Schools were kept open during the year 1848, under qualified Teachers, 1521½ months; in 1847, 1345½ months—*increase* in favor of 1848, 126 months.

Number of Children of School Age, Attendance, &c.—The whole number of children of school age, residing in the District on the 31st day of December last, was 13,314; number reported 31st day of December, 1847, 13,172—*increase* in favor of 1848, 142. Of the whole number of children resident in the District, 10,328 received instruction in the Public Schools, during some part of the whole of the past year; number in attendance in 1847, 8,948—*increase* in favor of 1848, 1,374. Of the whole number of children attending School during the year 1848, 5,898 were boys, and 4,424 were girls. In a few cases, Trustees have omitted to fill up the columns showing the average attendance, therefore some addition should be made to the numbers hereunder given. The average attendance, as reported in the summer term, was 4,281—2347 boys, and 1,934 girls. The average attendance, during the winter term, was 4,516—2,714 boys, and 1,802 girls.

Number of Pupils in Classes, Studies, &c.—Of the whole number of pupils in school, 1,801 were in the 1st or lowest class—*increase*, 352; 1736 were in the second class—*increase*, 380; 2097 were in the 3rd class—*increase*, 637; 2080 were in the 4th class—*increase*, 764; and 879 were in the 5th class in reading—*increase*, 292. It may be proper here to remark, that in some Trustees' Reports the class columns are not filled up at all; and in others, by mistake, the averages only are inserted—hence the numbers here given under those heads are something below the true numbers. The same remark will apply to the studies. A full return of those items is expected previously to closing the Annual Report to the Chief Superintendent. Of the whole number of pupils reported, 1,691 are in the first four rules—*increase*, 473; 899 are in the Compound rules and Reduction—*increase*, 26; and 1128 are in Proportion and above in Arithmetic—*increase*, 491. Of the whole number of pupils in School as reported, 1,128 are in English Grammar—*increase*, 85; 1,215 are in Geography—*increase*, 288; 226 are in History—*increase*, 44; 4374 are in writing—*increase*, 1,038; 115 are in Book Keeping—*increase*, 55; 53 are in Mensuration—*increase*, 24; 33 are in Algebra—*increase*, 4; 13 are in Geometry—*increase*, 13; 54 are in Natural Philosophy—*increase*, 54; 297 are in vocal music—*increase*, 297; 34 are in Linear Drawing—*increase*, 34; and 223 are pursuing other studies not enumerated above, among which may be mentioned Physiology, Astronomy, the Latin Language, &c. &c.

Apparatus and School Requisites.—There were used in the Public Schools of the District, during the past year, 89 large Maps to hang on the wall—*increase*, 38; 123 Black Boards—*increase*, 78; 12 Globes—*increase*, 2; 4 Clocks—*increase*, 1; 6 Mathematical Blocks—*increase*, 5; and 1 Orrery.

School Houses.—172 School Sections have School Houses built for the purpose—of which 15 are brick, 4 are stone, 120 are frame, and 33 are log buildings. One School Section has 3 School Houses, and three Sections have each 2 School Houses—making in all 177 School Houses. Nine

School Sections have no School Houses; their Schools are kept in buildings rented for the purpose.

Titles.—Of the titles under which the School Sites are held, 86 are freehold, and 38 are leasehold; leaving 57 School Sections without any title for School Sites.

Libraries.—There are within the District, agreeably to the returns made, 30 Sabbath School Libraries, comprising in the aggregate 5,008 volumes. There are 4 Libraries, besides those in St. Catharines, of which 1 have no return. Of the 4 Public Libraries, one is in the Village of Dunville—number of vols. 308; one is in the Village of Port Robinson—number of vols. 300; and two are in the Town of Niagara—one in connexion with the Mechanic's Institute, the other in connexion with Dr. Lundy's School—number of vols. not ascertained.

School Moneys.—The whole sum received during the year 1848, including the balance in hand on the 1st day of January, was £3,968 19s. 0qd. The whole sum paid out to Teachers during that period was £3,353 6s. 7½d., leaving a balance in the hands of the District Superintendent on the 1st day of January, 1849, of £615 11s. 5½d. To the sum paid Teachers out of the School Fund, may be added the sum of £2,555 12s. 5½d. raised by Rate Bill, subscription, &c., which makes the total sum paid Teachers during the past year £5,908 19s. 1d., exclusive of the Town of Niagara and St. Catharines.

Private Schools—Niagara Grammar School.—Dr. Whitelaw, *Principal*; Mr. Malcolmson, *Assistant*. This School is kept in the Town of Niagara, and is an efficient Institution. Number of pupils on the Register, 47. Number of free pupils, 4—one from the Township of Willoughby, and three from the Town of Niagara. Branches taught: the ordinary English branches, Mathematics, and the Latin and Greek Languages.

Niagara Classical and Mathematical School.—The Rev. Dr. Lundy, *Principal*; Mr. LaTouche, *Assistant*. This School is also kept in the Town of Niagara, and is well conducted, Average attendance, 16. Branches taught: English, French, Latin and Greek Languages, Writing, Arithmetic, Geography, History, the elements of plain Geometry and Algebra. Mr. LaTouche, I understand, as successor to Dr. Lundy, has assumed the duties of Principal of this Institution.

An elementary School was taught in Niagara by Miss Clement. Attendance 30, all juveniles. Miss Clement has removed to Thorold, and has been succeeded in the School by Miss Bell, of Lewiston Academy.

St. Catharines Grammar School.—W. F. Hubbard, A. M., *Principal*; Rev. Mr. Hewson, *Assistant*. This School is kept in the Town of St. Catharines, in the building formerly known as the "Grantham Academy," and is a highly flourishing and useful Institution. Number of pupils, about 64—Greek and Latin Scholars 25, English 40.

The following Schools were kept open under female Teachers, in the Town of St. Catharines, during the past year:—

No. 1. Miss Thorpe *Teacher*. Average attendance, 25. Branches taught: Reading, Writing, Arithmetic, Geography, the English and French Languages, Music and Drawing.

No. 2. Miss Eddy, *Teacher*. Average attendance, 30. Branches taught: Reading, Writing, Arithmetic, Geography and English Grammar.

No. 3. Miss Shephard, *Teacher*. Average attendance, 20. Branches taught: English Branches.

No. 4. Mrs. Pafford, *Teacher*. Average attendance, 24. Branches taught: the ordinary English Branches, Music, Drawing, Painting, History, Astronomy, Natural Philosophy and the English and French Languages.

Mrs. Pafford is capable of teaching the Greek language, and enjoys a high reputation as a teacher.

A Mathematical and Classical School was kept at Beamsville, Mr. Campbell, A. M., *Principal*. Number of pupils on the Register, 30. Branches taught: Reading, Writing, Arithmetic, Geography, Natural Philosophy, Mathematics, and the English, Latin and Greek Languages. This School is kept in a new building, erected by Jacob Beam, Esquire, at a cost of £250. The building has a handsome exterior, is very pleasantly situated, and reflects great credit upon the builder, Mr. Beam, who has liberally offered to present it to the public, provided it can be established as a Grammar School.

The select School in the Township of Dunn, under the charge of Mr. Jukes, was continued during the past year. Number of Day Scholars, 3. Branches taught: Reading, Writing, Arithmetic, Geography, History, Mensuration, Algebra, the English, French and Latin Languages, and the elements of the Greek languages. Mr. Jukes is highly spoken of as a Teacher.

A private School was kept in the Village of Thorold, by Mrs. Peter Keefe. Number of pupils, about 12. Branches taught: the ordinary English branches, and Music and Drawing.

PRIVATE SCHOOLS IN STAMFORD.

No. 1. Mr. DAVIS, Teacher. Branches taught—the English, French, Latin, and Greek languages, and Mensuration. School kept in Drummondville.

No. 2. Mrs. SHOTTER, Teacher. Average attendance, 12. Branches taught,—Reading, Writing, Arithmetic, Geography, English Grammar, History, Astronomy, Painting, Drawing, Music, Dancing, and the French language.

No. 3. Mr. HALL, Teacher. Attendance, 9. Branches taught—Reading, Writing, Arithmetic, Geography, Mathematics, the English, French, Greek and Latin languages. These Schools were kept at Chippawa.

No. 4. Mrs. LATSHAW, Teacher. Average attendance, 15. Branches taught—the ordinary English branches, Natural Philosophy, History, Music, and Drawing.

No. 5. Miss TOBIAS, Teacher. Number of pupils on the Register, 27. Branches taught—the usual English branches. These Schools are kept in Drummondville.

A Private School was kept in the Village of Chippawa, on the Willoughby side of the Welland River. Mr. W. RICHARDS, Teacher. Number in attendance, 8. Branches taught—Reading, Writing, Arithmetic, Geography, the English and French languages.

The Private School in School Section No. 4, Humberstone, kept open by the German and Prussian settlers in the neighbourhood, was continued during the past year. Number in attendance, about 36.

GENERAL RESULTS AND REMARKS.

I have found during my visits among the Schools of the District the past year, a very great improvement in many localities, in the increase and regularity of attendance, the higher order of qualifications among the Teachers, the better supply of books and other facilities for communicating instruction with advantage, and in the general interest and feeling manifested in favour of the Common Schools by the people themselves.

The foregoing statistics compiled from the official returns of School Trustees fully justify the conclusions thus arrived at from personal observations. It will be seen by reference to them that the increase in the number of months the Schools were kept open during the past year, has been nine per cent over the preceding year, and 19 per cent over the year 1846; that the attendance in 1848 exceeded that of 1847 upwards of 15 per cent, and that of 1846 upwards of 33 per cent, while at the same time the increase in the averages and in the number of pupils in the higher classes and higher branches, and the increase in the apparatus and School requisites have been in a greater ratio than in the attendance and time taught.

Although the standard of qualification among Teachers has been speaking in general terms, materially elevated the past year, still our District labours under embarrassments from a want of a suitable number of properly qualified Teachers. A decidedly more healthy state of public feeling with regard to that important class, their attainments, standing, general bearing, and usefulness in community, not only as Teachers but as *men*, is beginning to exist, and the demand for first class School Masters is altogether beyond the means of supplying it. Considerable relief in this respect I conceive, might be afforded without prejudicing the interests of any one, by repealing the restrictive clause of the School Act, with regard to licensing Alien Teachers, but I should look to a different source for a permanent cure for the evil. I am of opinion that the true remedy will be to make teaching a distinct profession, to allow it to rank with the learned professions, and to raise up its members from among the respectable, the talented, and industrious youth of our own land. The limits of this Report preclude me from giving anything but conclusions, therefore I shall only add, that to induce such to enter the profession with a view to make teaching a business for life, more adequate remuneration than has heretofore been given to a majority of Teachers should be provided, their situations should become more permanent, and they should hold a place in public estimation equal with that of the Clergyman, the Physician, and the Lawyer.

A small number of Students from the Provincial Normal School has been employed during the latter part of the past year, and the great improvement in the method of teaching, and in the general management and government of their Schools which they exhibited, has been such, as in most cases, to entirely change and correct the tone of public feeling in their respective neighbourhoods with regard to the modern system of conducting Schools, and also with reference to the usefulness of the class books recommended. All who have an opportunity to observe those persons in the discharge of their duties, must be convinced of the superiority of trained, over untrained Teachers, and that the Normal School, if properly sustained, is destined to render an incalculable service to our country.

In many parts of the District where good Schools have been kept open for a number of years, a laudible desire for reading, and for information prevails among the youth of both sexes. In such neighbourhoods, the establishment of School Section Libraries would prove highly advantageous, by placing within the reach of the young, the active, and enquiring

mind, well written, rational and instructive books, in the room of those cheap, trashy works of fiction which constitute at present, almost the only reading matter available.

The formation of Teachers' Institutes, have been found in other countries to operate beneficially, by arousing a spirit of worthy emulation among Teachers, by placing means within their reach, for extending their knowledge of the various subjects to be taught, and of the best method of communicating instruction, and by bringing Teachers out before the community as a distinct profession. I venture to hope that both these subjects may engage the attention of the Legislature during its present Session.

Having thus presented a statistical account of the condition of our Schools, and of the progress made in them, and, as far as the limits of this report will permit, having alluded to those modifications of our School laws and School system, which appear to me worthy of the consideration of the Council, I beg in conclusion to remark, that though the Schools, the system and the School laws, are doubtless susceptible of considerable improvement, still it must be gratifying to that body to find that the former are steadily and rapidly increasing in efficiency, and that the latter are now tolerably well understood and very generally admitted to be practical. It cannot be less gratifying to the Council to find that the liberality with which it has provided for the support of Education in the District, has been met by a more than corresponding liberality on the part of the inhabitants, in raising means by Rate Bill and other voluntary contributions for the same noble purpose; that our Common Schools, institutions so excellent in themselves, so essential to the preservation of the rights and liberties of a free people, so essential to the fitting of such a people for the rational enjoyment of their liberties, and for the full development of the resources of a new and productive country,—institutions so peculiarly adapted to lead to the moral, social, and intellectual elevation of the whole community, and so intimately connected with the best and dearest interests of our young and thriving Province, and upon the success of which the happiness and prosperity of our people so much depend are becoming so highly valued and so justly appreciated by those for whose benefit they were established and on whom the pecuniary burden of sustaining them must principally fall.

I have the honor to be, Sir,

Your most obedient Servant,

D. D'EVERARDO,

Supt. C. S. N. District.

DAVID THORBURN, Esq., Warden, &c., &c., Niagara.

HON. HORACE MANN.

Gov. BRIGGS, in his late Message to the Legislature of Massachusetts, pays the following richly merited tribute to the distinguished individual above named:—

"The Hon. HORACE MANN, who has been the Secretary of the Board of Education from the time of its organization, has made his Twelfth Annual Report; and this report terminates his official connexion with the Board. By the voice of his fellow-citizens, he has been called to another and a different field of action. These twelve extraordinary reports of the late Secretary of the Board have not only exerted a great influence in his own Commonwealth, and in the other States of this Union, but they have attracted the attention, been eagerly sought and read by, and excited the admiration and respect of the friends of education, of letters, and of learning, throughout all the governments of enlightened Europe. The estimation in which the Board of Education hold HORACE MANN and his services, will appear by the resolutions unanimously passed at their last annual meeting, placed upon their record, and which are made a part of their report to the Legislature. They say 'that, in reviewing the official course of the Secretary of the Board, we are led to contemplate extraordinary proofs of the devotion of talents of the highest order, under the influence of the purest motives, to a work of usefulness, which, in respect alike to the magnitude of its results, and the nature and extent of the labour involved in it, must be deemed as unsurpassed in the annals of the Commonwealth; and 'that, yielding to the necessity of dissolving the connexion, which has so long subsisted between the Board and its late Secretary, we desire to place on record, and to tender to Mr. MANN, the most unqualified assurance of our official approbation of his services, and of our warmest personal regard, and best wishes for his future usefulness, honour, and happiness.' After five years of personal and official intercourse with Mr. MANN, it gives me pleasure to say, that these resolutions meet my entire and sincere approbation. He has made himself a benefactor of his race."

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OF THE
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BY THE CHIEF SUPERINTENDENT OF SCHOOLS.
Transmitted May 19, 1849.

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Editorial Notices.

MR. D'EVERARDO'S STATISTICAL REPORT OF EDUCATION IN THE NIAGARA DISTRICT, for 1848, laid before the Municipal Council at its late meeting, will be found on pages 78 and 79 of this number. It is a model document of the kind. It is an abstract of Trustees' reports and of the observations and inquiries of the District Superintendent for the year 1848, and is such a paper as every District Superintendent ought to lay annually before the Municipal Council of his District.

EDUCATIONAL PERIODICALS, &c., RECEIVED.

THE ENGLISH JOURNAL OF EDUCATION.
London: George Bell. pp. 44, Monthly, 6s. 6d. per annum. Edited by a Clergyman.

We have received several very interesting numbers of this excellent periodical. It is devoted, as its name implies, to the promotion of Education in England—Elementary, Collegiate, and Professional. A series of papers in the late numbers, entitled *Paris and its Schools under the Republic*, contain new and very valuable information, and evince much ability and discrimination on the part of the author. The Review department is also conducted with much impartiality, and forms an attractive professional feature in the *Journal*. We cordially wish our transatlantic cotemporary every success.

SOUTH WESTERN SCHOOL JOURNAL.
Knoxville, Tenn., U.S. pp. 36, Monthly, \$1 per annum. Edited by the Rev. Messrs. D. R. M'ANALLY and THOMAS M'INTIRE.

We have received the April No. of this very neat periodical, and are happy to perceive by its pages that the important interests of Elementary Education in Tennessee receive much consideration and cordial support from the prominent men of that State. The selections are very excellent and appropriate, and the appearance of the publication exhibits much taste on the part of the proprietors.

BRITISH AMERICAN JOURNAL OF MEDICAL AND PHYSICAL SCIENCE.
pp. 28. Montreal: J. C. Becket. Monthly, \$3 per annum. Edited by ARCHIBALD HALL, Esq., M.D.

This able Scientific and Literary periodical we have had much pleasure in referring to before. It is highly creditable to our Provincial Press and to the Faculty whose professional interests it is designed chiefly to promote. Its contents are, however, varied to suit non-professional readers; and its *Review* department is usually of a most interesting and valuable character—the subjects being highly important ones, connected with the social and material prosperity of our young and rapidly rising country. A *Monthly Meteorological Register* for Montreal and Toronto accompanies each No.,—the latter prepared with great care, from observations made at Her MAJESTY'S Magnetical Observatory, in this City, by Captain J. H. LEFROY, R. A., F. R. S.

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Rem. for Vol. I. from Clerk Colborne District, (20 copies)—for Vol. II. from Clerk Wellington District, (bal. for 54 copies), T. J. Robertson, Esq., Supt. Talbot District (13), P. Davison, J. Gardinier, P. M., Rev. D. C. VanNorman, A. M., Supt. Niagara District (10), W. T. Boate, Rev. J. R. Dalrymple, Thomas Keys, Capt. J. H. Lefroy, F. R. S., Miss C. Kemp, Rev. H. Biggar, Rev. S. Rose,—Clerk and Supt. C. S., Midland District.

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Mr. MATTHEW MACKENDRICK, Bookseller, Hamilton, has been appointed Agent for the *Journal of Education* in that City, and will be happy to receive orders for the Publication.

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