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CONTENTS OF THIS NUMBER.

| | PAGE. |
|--|-------|
| I. Powers and Responsibilities of School Trustees,—by the Editor, | 112 |
| II. Education for an Agricultural People, | 115 |
| III. MISCELLANEOUS.—1. Universal Education. 2. School Supervision. 3. Teacher's Qualifications. 4. Normal School Teachers—School should be supported by the Rich. 5. Punctuality. 6. Birds of Passage (Poetry). 7. The True Principles of Government, both in Families and Schools. 8. Small Children in School. 9. Hints on the Daily Exercises of the School. 10. Partial Systems of Education. 11. Parents and Teachers. 12. Parental Responsibility. 13. Essentials of Self-Education. 14. Mental Excitement. 15. Beautiful Signification; and two short articles, | 116 |
| IV. EDITORIAL.—1. School Maps and Apparatus. 2. Erection of School-houses. 3. New-York an Example. 4. Female Teachers in France. 5. Free Schools. 6. Normal Schools. 7. Massachusetts new School Laws, | 120 |
| V. EDUCATIONAL INTELLIGENCE.—1. Canada. 2. British and Foreign. 3. United States, | 122 |
| VI. LITERARY AND SCIENTIFIC INTELLIGENCE, | 125 |
| VII. Depository of Maps, Books, Apparatus, &c., for Public Schools, | 126 |
| VIII. EDITORIAL NOTICES, | 128 |

POWERS AND RESPONSIBILITIES OF SCHOOL TRUSTEES.

(BY THE EDITOR.)

As considerable correspondence has taken place in the department of Public Instruction respecting the authority of School Trustees, especially in cities, towns, and incorporated villages, and as the discussion of the question has been introduced into some of the public papers, we deem it proper to explain the objects and nature of the provisions of the School Act on this important subject.

2. From the correspondence on the subject of the School Law, which was printed by order of the Legislative Assembly last year, it appears that in each of four reports which the Chief Superintendent made to the Governor General, between March 1846 and May 1850, he adverted to the radical defects of the School law in reference to the office of School Trustees, and the necessity of increasing their powers, in order to improve the Schools, as well as improve the character of the Trustee Corporations. The provisions of the present Act were, therefore, intended to remedy the evils thus repeatedly pointed out and very generally felt.

3. The evils were two fold;—the powerlessness of Trustees when elected, and deficiency in the qualifications of persons elected—the latter being, to a great extent, the consequence of the former. Trustees could not establish or maintain a good school without employing a good Teacher; and they could not procure such a Teacher without securing to him a fair salary. This they could not do, as they had not power to secure the payment of such salary. They depended upon two uncertain resources for means to meet their engagements. The one was a rate-bill, the amount of which was as uncertain as the varying feelings of the persons having children to send to the school. If that resource failed, or was insufficient, as was very commonly the case, the only remaining resource (except voluntary subscription) was to petition the Municipal Council to impose a tax to make up deficiencies; and one or two persons in a school section opposed to such tax could, by their representa-

tions to the Council, almost invariably defeat the Trustees. The effect was loss to the Teacher, mortification, defeat and contumely to the Trustees.

4. Such was the case in numbers of school sections where the Trustees were intelligent, active and public spirited. In those sections where the Trustees themselves were indifferent to their duties and obligations, the state of things was still worse in respect both to children and the Teachers, especially as Teachers had no remedy against the Trustees personally.

5. The consequence of all this was, that the office of School Trustee was burdensome and vexatious; and being powerless, it fell into contempt. Intelligent and active Trustees frequently became discouraged and disgusted, and refused to serve, as did other competent persons, and incompetent persons were elected. Thus the office of School Trustee was regarded, to a great extent, if not generally, as one of the least respectable and most undesirable of all the elective offices in the gift of the people.

6. Now, the objects contemplated by the provisions of the present School Act were, as far as possible, to remedy this accumulation of evils by rendering the office of School Trustee one of the most powerful for good, and therefore one of the most honourable in town or country; and thus to induce the utmost care and vigilance on the part of the electors to choose proper persons for that office, and to induce such persons to accept it and become candidates for it, as they do in regard to other responsible and honourable offices, the occupancy of which depends upon popular election.

7. The principle on which these provisions of the School Act are founded, is in harmony with that which lies at the foundation of our general system of government. It is that of representation. In our representative system of government, a town or township tax is imposed by the elected representatives of that town or township. So a county or provincial tax is imposed by the elected representatives of the people in a County Council or in the Provincial Legislature. Those representatives possess the largest discretionary powers to raise moneys to erect public buildings, and make or authorize contracts and provide for their fulfilment. No surprise or doubt is expressed or entertained in regard to such representative powers, because they are familiar to all, and known by all to be necessary for the interests and improvements of the country, however objectionable or unwisely they may be exercised in particular cases. On the same principle are based the enlarged powers of School Trustees, whose numbers are much larger in proportion to the respective constituencies they represent than members of Township or County Councils, or of the Provincial Legislature.

8. The principle of the School Act, therefore, is, that the Trustees, or elected School Representatives, of each school division, whether section, village, town or city, shall determine the amount of every description of school expenditure, of contracts, appoint-

ments and management in all school matters, in such section, village, town or city, and have the power to give effect to their estimates, engagements and plans of proceeding. These powers and duties appertain to all Trustee Corporations, whether in town or country. It is not the office of a public meeting, in the country, any more than in town, to determine what sum or sums shall be raised and expended for school purposes; that is, in all cases, the right and duty of the Trustees, as may be seen by referring to the 12th section of the School Act, 4th and 5th clauses, and the 3rd, 4th and 6th clauses of the 24th section.

9. In the country, a public meeting called in each School Section decides upon the *manner* in which such sum or sums shall be raised, but nothing as to the *amount*; and if the means thus provided are insufficient to defray the expenses estimated and incurred by the Trustees, they are authorized by the 12th section, latter part of the 7th clause of the Act, to assess, and cause to be collected, any additional rate on the property of the School Section that may be necessary to pay the balance of such expenses. By the 9th clause of the same section, Trustees can exercise their own discretion and convenience, either to assess and collect all their school rates themselves or by their Collector, or apply to the Township Council to do so, and the Council is required to give effect to their application, relating as it does to the constituents of whom they are the school representatives, the same as the members of the council or the municipal representatives of the township. In such case, the Council has not to consider the *amount* required; (that is with the Trustees to determine;) nor any representations which may be made by any parties for or against such amount required; but simply the *manner* in which an annual meeting, or other public meeting called for the purpose, in the school section concerned, has agreed to defray the expenses of the school. Should the Trustees determine not to apply to the Township Council, but collect by their own authority all moneys they require for school purposes, the 2nd, 8th and 9th clauses of the 12th section of the Act give them all the necessary powers to do so.

10. The object of leaving the *manner* of providing for all school expenses to the decision, in the first instance, of a public meeting in each school section, was not to limit the Trustees as to the *amount* of such expenses, or to cripple them as to the means of raising such amount, since they are specially empowered to do so by rate, if the means agreed upon at the public meeting are insufficient for that purpose; but the object was to make the question of provision for the education of youth a subject of public discussion and decision annually in each School Section, and thus to diffuse useful knowledge and make the people acquainted with and alive to their own interests and duties—to enable them to provide for the support of their school in their own way, either by voluntary subscription or by self-imposed tax—and above all, to decide whether their school should be a *free* or a *rate-bill* school.

11. But while the Trustees of each School Section are clothed with enlarged powers for the fulfilment of their important trust, they are also subject to additional responsibilities. They are required to account to their constituents at each annual meeting, by presenting "a full and detailed account of the receipts and expenditures of all school moneys received and expended in behalf of the School Section for any purpose whatsoever, during the year then terminating;" and if the account is not satisfactory to the majority of the meeting, arbitrators are chosen by each party to decide, and are invested with power to make each of the Trustees or any other person account for and pay all the money due by him to the School Section. This is a responsibility to which members of the Legislature, of county, city, town or township councils are not subject,

and affords to the rate payers in each school section ample security for the faithful expenditure of moneys.

12. In cities, towns and incorporated villages, these Boards of Trustees, varying from six to sixteen members in each, are invested with larger powers than the Trustees of School Sections. Each Board has the charge of all the Common Schools in the municipality, determines their number and kind, whether primary, intermediate, or high schools, whether classical or English, whether denominational or mixed, whether many or few, the amount and manner of their support. Each Board appoints its own local Superintendent of Schools, and a local Committee for the immediate oversight of the schools under its charge. The Board of Trustees in each city, town or incorporated village, is not required, as in rural school sections, to call a public meeting to consider the manner of supporting one or more of the schools in such municipality; in most cases this would be impossible; in no case is it required. The only public meetings which Boards of Trustees in cities, towns, and incorporated villages are required to call, are for the *election of Trustees*. If they choose, they can call meetings for any school purpose whatever, like the Mayor of a city, or the Reeve of a town or village; and in any case of their thinking it advisable to call a school meeting, the Act provides for enabling them to do so, and directs their mode of proceeding, so that it may be done under the authority and protection of law. In some instances, objections have been made to the lawfulness of the proceedings of Boards of Trustees, because public meetings had not been convened to consider the school estimates and plans of such Boards. As well might the lawfulness of any financial proceedings of the Municipal Council of a county, town, township, or village, be objected to upon the same ground.

13. The Municipal Council of each city, town or incorporated village, is required to levy and collect whatever sum or sums of money may be required by the Board of Trustees for School purposes. The Board of Trustees (elected by all the tax payers,) and not the Municipal Council, represents such city, town, or incorporated village in all school matters; but as the Council has assessment rolls and employs collectors for other purposes, it is more economical and convenient to have the school rates levied and collected by the Council than for the Board of Trustees to employ a separate class of officers for that purpose. In the city of New York, and various towns in the neighbouring States, Trustees are elected in each Ward of the city or town, as in Canada, and constitute collectively a Board of Education or School Trustees for such city or town; and the Municipal Council of the city or town is required to levy and collect whatever sum or sums are required from time to time by the Board of Education or School Trustees.

14. The members of the Board of School Trustees in our cities, towns, and incorporated villages, are not personally responsible for school moneys, because the law is so constructed that all school moneys, even the rate-bills, of each city, town, or village, must be paid into the hands of the Treasurer. But each Board of Trustees must prepare and publish annually, an account of the receipts and expenditure of all school moneys subject to their order.

15. Objections have been made in some instances to the erection of large central School Houses in cities, towns, and villages; and the authority of the Boards of Trustees has been called in question, because exception has been taken to their proceedings. The Government itself may err in its proceedings, but that is no disproof of its authority. The Boards of Trustees in cities, towns, and villages, and the Trustees in many country places, are but commencing the greatest work connected with the welfare of their country; and they must expect opposition from mistaken ignorance, sectional

selfishness and wealthy meanness. There are some unpopular duties connected with all public situations—duties from which selfish sympathy shrinks, but which honest patriotism performs—duties which often commence under the opposition and abuse of many, but issue in the satisfaction of success and amid the gratitude and applause of all. In regard to large central school houses in cities, towns, and villages, after the noble examples of the Boards of Trustees in Hamilton, London, Brantford, Brockville and Chatham, &c., it is remarked in the last Annual School Report for the State of Massachusetts—"In small cities and towns it may often be found more economical to bring all grades of schools into one building, than to be at the expense of purchasing several sites and erecting as many houses."

16. The remarks of some persons convey the idea that School Trustees are despots, trampling upon the rights and sacrificing the interests of the communities in which they live. Such remarks are as foolish as their imputations are unjust. The interests and burdens of Trustees are identical with those of their neighbours. The fact of their having been elected Trustees, is an avowal by their constituents that they are the most proper persons to be entrusted with their educational interests. If Trustees in any instance neglect or betray those interests, they can be superseded, on the expiration of their term of office, like all other unfaithful representatives of the people; and while in office, they have a right to the forbearance and support which the importance and difficulties of the office demand. Unlike most other public officers, Trustees work without pay; they may sometimes err; and who does not? But if there is any one class of public officers entitled to more respect, more confidence and support than others, it is Trustees of Public Schools,—the elected guardians of the youth of the land, the responsible depositaries of their most vital interests. And if there is any one class of public officers in the selection of whom the people should be more careful than in the selection of others, it is School Trustees. The welfare of youth, and the future progress and greatness of Canada require, that the best, the most intelligent, the most enterprising, public-spirited, progressive men in the land should be elected School Trustees.

EDUCATION FOR AN AGRICULTURAL PEOPLE.

BY E. NOTT.

In all countries, and especially our own, the agricultural people is the people. Magnify as we may, each other interest—commercial, manufacturing—they form but small fractions of the mass—themselves proceeding from and intimately bound to the agricultural population and receiving their character from it. Increase our commerce and manufactures as we must, they can never employ a tythe of the community. Our increasing millions must be chiefly agricultural, forming the nation and governing the nation. Yes, governing the nation. In all countries, and especially our own, weight is as numbers. The agricultural population do and will, directly or indirectly govern the country. The farmers will regulate or distract manufactures or commerce—will secure or disturb our civil policy. If they originate no governmental acts, when they do but act or decline acting upon propositions of good or evil, their decision forms the issue of every proposal. If the breath, whether of patriotism or factions, whether of wisdom or folly, proceeds from some other region, it blows in vain until it moves the level surface of society. On its agitation or quiet, must depend the result. Whether good or bad are now prevalent among us, the agriculturists have welcomed; whether they have been missed, they have rejected, whether it is to be feared or hoped for, awaits their decision. In proportion, therefore, as we discover the just principle of education for an agricultural people, do we prepare for the welfare of the whole mass.

Of course the first direction is, that education should be such as to guide and aid labour to the best account; such as at once to make agriculture more easy and more productive. I am sure that the general impression of society on this subject, as well as almost universal practice, is very defective. Agriculture needs and admits an appropriate education, which may be gained without teachers and without any schools; but is more likely to be begun and after-

wards well pursued in proportion as it should be aided by teachers and schools. Let the rudiments of agriculture be taught; let the proper books for gaining further knowledge, be pointed out. Let the connexion of mechanical and chemical philosophy with the labours of the field, be understood. Let the prejudice against "book learning" be discarded, and our rural population would rise rapidly to better method, and to a more comfortable state of life; while a proper study as their own profession, would greatly improve their faculties and make them more and more capable of all other knowledge.

But a proper education regards more the securing wealth and health and life and limb, than the mere supply of the animal necessities, even the making life as agreeable as possible. That is not deserving the name of education which provides only for a livelihood a boon secured by mere instinct to the meanest animal. Education of man must provide for the well being of man—for the refined enjoyment of man—for the higher senses of the body and for all the faculties of the mind. This is true not only in the higher classes—against which if we had them by hereditary descent, I have nothing to say; but it is true of the working classes. The working man is not educated properly as a working man—unless he is trained to the enjoyments of a man.

I need not dwell at large upon what is perfectly obvious, the pleasures which an improved and improving mind will find in reading and in conversation and in those reflections which belong only to improved and improving minds. They are but savages themselves who claim that savage is as happy as civilized life, and that the well informed and studious are no happier than the boor in his chosen ignorance. The happiness of improved and improving minds is within the reach of the agricultural population, and that is not a proper education for them which does not furnish them this happiness. Reading, reflection, conversation, such as belong to improved and improving minds, are the peculiar boon of the country. The absence of variety, of objects to stimulate curiosity, leaves the mind free to read the works of the wise and the good of all nations and all times, given to the farmer as they are in his own mother tongue—his accustomed solicitude and quiet give scope to his own reflections upon this growing knowledge.

But when I speak of an education, to make rural life as agreeable as possible, while I require suitable reading, reflection, conversation, I am desirous to insist on one particular more likely to be left out of view; I mean that agricultural education should prepare the people for their own peculiar enjoyments, to take delight in rural life, and especially in their own rural home.

As to the general delight in rural life, it can hardly fail to follow, from that study of agriculture for the purposes which we have already commended. I am not afraid to say, that there is no employment of man so likely to grow in one's affections, as he endeavours to learn to carry it on to the best advantage, as agriculture. Other employments are regarded more for their profits; but this, from step to step, as one tries to improve it, more and more interests and delights the mind, while its results are ever furnishing the finest pictures to the eye.

But I am yet more desirous to see cherished a special fondness for one's home,—for the endearing scene, its rocks, its rivers and hills and vales, its orchards and groves, as they were to the eye of childhood, and as they will remain to the eye of old age, and for that new and improving scenery with which industry and taste will adorn the cottager's acre, and the wealthy landlord's domain. To regard field and forest and hills and valleys and rocks and rill and rivers; to be capable of investing the home of labour or of wealth with new and changing beauties, to delight in gardening, husbandry and tree planting, to love with a cherished fondness the ancient and growing beauties of a home; to acquire the capacity of leaving it with reluctance even at the call of necessity and duty, and the consequent power of making another home the source of similar enjoyment. These, though missed sadly in our rural districts, are most important objects of rural education.

Let the love of nature and of home and of country revive every where and bless our eastern lands, and establish families and communities in beloved homes even to the farthest west. Thus shall our country assume in the progress of its rural civilization the outward form of Paradise, which can never be given to brick and mortar of the city; thus become the quiet garden of a peaceful and virtuous population.

Miscellaneous.

From the last Annual School Report of the State of New York.

UNIVERSAL EDUCATION.

The idea of universal education is the grand central idea of the age. Upon this broad and comprehensive basis, all the experience of the past, all the crowding phenomena of the present, and all our hopes and aspirations for the future, must rest. Our forefathers have transmitted to us a noble inheritance of national, intellectual, moral and religious freedom. They have confided our destiny as a people to our own hands. Upon our individual and combined intelligence, virtue, and patriotism, rests the solution of the great problem of self-government. We should be untrue to ourselves, untrue to the memory of our statesmen and patriots, untrue to the cause of liberty, of civilization and humanity, if we neglected the assiduous cultivation of those means, by which alone we can secure the realization of the hopes we have excited. Those means are the *universal education of our future citizens*, without discrimination or distinction. Wherever in our midst, a human being exists, with capacities and faculties to be developed, improved, cultivated and directed, the avenues of knowledge should be freely opened and every facility afforded to their unrestricted entrance. Ignorance should no more be countenanced than vice and crime. The one leads almost inevitably to the other. Banish ignorance, and in its stead introduce intelligence, science, knowledge and increasing wisdom and enlightenment, and you remove in most cases, all those incentives to idleness, vice and crime, which now produce such a frightful harvest of retribution, misery and wretchedness. Educate every child "to the top of his faculties," and you not only secure the community against the depredations of the ignorant, and the criminal, but you bestow upon it, instead, productive artizans, good citizens, upright jurors and magistrates, enlightened statesmen, scientific discoverers and inventors, and the dispensers of a pervading influence in favour of honesty, virtue and true goodness. Educate every child physically, morally and intellectually, from the age of four to twenty-one, and many of your prisons, penitentiaries and alms-houses will be converted into schools of industry and temples of science; and the immense amount now contributed for their maintenance and support will be diverted into far more profitable channels. Educate every child—not superficially—not partially—but thoroughly—develop equally and healthfully every faculty of his nature—every capability of his being—and you infuse a new and invigorating element into the very life blood of civilization—an element which will diffuse itself throughout every vein and artery of the social political system, purifying, strengthening and regenerating all its impulses, elevating its aspirations, and clothing it with a power equal to every demand upon its vast energies and resources.

These are some of the results which must follow in the train of a wisely matured and judiciously organized system of universal education. They are not imaginary, but sober deductions from well authenticated facts—deliberate conclusions from established principles, sanctioned by the concurrent testimony of experienced educators and eminent statesmen and philanthropists. If names are needed to enforce the lesson they teach, those of Washington and Franklin and Hamilton and Jefferson and Clinton, with a long array of patriots and statesmen, may be cited. If facts are required to illustrate the connection between ignorance and crime, let the official return of convictions in the several courts of the State for the last 10 years be examined, and the instructive lessons be heeded. Out of nearly 28,000 persons convicted of crime, but 128 had enjoyed the benefits of a good common school education; 414 only had what the returning officers characterize as a "tolerable" share of learning; and of the residue, about one-half only could either read or write. Let similar statistics be gathered from the wretched inmates of our poor-house establishments, and similar results would undoubtedly be developed. Is it not therefore incomparably better as a mere prudential question of political economy, to provide ample means for the education of the whole community, and to bring those means within the reach of every child, than to impose a much larger tax for the protection of that community against the depredations of the ignorant, the idle, and the vicious, and for the support of the imbecile, the thoughtless, and intemperate?

SCHOOL SUPERVISION—LOCAL SUPERINTENDENTS.

Within a year or two, much has been said and written in reference to the subject of school supervision, and the feeling is rapidly gaining ground that a better and more efficient mode may be adopted than that now in practice. As a general thing, the schools of Massachusetts do not receive that watchful and auxiliary supervision which their highest usefulness would seem to demand. This, from the very nature of the case, must be so. The whole business is usually entrusted to men whose time and attention are much engrossed in other concerns. They may be and usually are, among the best men in the community; but they are also men who have many professional cares or business engagements, and, consequently, they cannot devote very much time or thought to the interests of the schools. We contend that in order that any important department be well looked after and cared for, it should receive direct and primary attention; and we contend, also, that our schools are of sufficient importance to receive the best and first attention of good men as supervisors. Hence we believe that the true method is to entrust the main duties of school superintendence, in large towns and cities to one man who shall consider it *the business* to which his best thoughts and energies are to be given. A man thus situated would feel that he has something to do, and he would be likely to do *something*. He would do much to encourage and stimulate the teachers and pupils, much to arouse parents, much to awaken a general and wholesome interest in the whole subject of school education, much to secure a wise and economical expenditure of the means appropriated to educational purposes. We never felt more confident of the good results of this mode of supervision than we did in a recent visit to the town of Gloucester, in Essex County. For nearly two years the schools in this place have been under the supervisory control of Thomas Baker, Esq., (with a counciling board or committee,) and we feel assured that during this period as much has been done, and *well done*, as in any town of the commonwealth. School-houses have been erected and improved, and the whole cause has received an impulse which will be felt for many years. In no place have we seen more comely and convenient school-houses, and we are sure that in no place has money been more judiciously expended or more freely granted than here. It affords a strong proof that the people are ready and willing to pay liberally when their attention is rightly awakened, and when they see that the means appropriated are economically and wisely used. Mr. Baker has worked heartily, and accomplished much, *very much* good for the schools and for the town. It was our purpose to allude to his specific duties and to his general operations, but want of time and space forbids. We will only add now, that if any have doubts as to the advantage of the mode we have alluded to over the mode in general use, we would refer them to the town of Gloucester, with its present excellent mode and excellent superintendent.—*Massachusetts Teacher*.

THE TEACHER'S QUALIFICATIONS AND MODE OF HEARING CHILDREN RECITE.

At a County Association of Massachusetts Teachers held in June last, one of the questions discussed was, "the best method of conducting recitations." The following is the substance of the remarks made by the teachers and members present:

Mr. Tillinghast began the discussion by remarking that "the first great duty of the teacher in regard to recitations, is a thorough preparation upon every lesson to be recited. Many complain of a want of time for such preparation; their duties are so onerous and multifarious, that careful preparation is almost out of the question with them. He did not understand such persons. Mr. Pierce, formerly principal of West Newton Normal School, in addition to all the duties required of him as principal of the school, including general supervision of the school, correspondence with strangers, &c., always found time to examine carefully every lesson before hearing it recited.

Mr. Spear thought that a wrong notion prevails with reference to what constitutes a thorough understanding of the subject of a lesson. It seems to be thought that if a scholar can repeat the words of the text, he understands the subject. Nothing can be more false. As a result of the teaching to which this opinion gives rise, we see the pupils in our district schools, beginning the subjects of geography and grammar in precisely the same place at the com-

mencement of many successive terms. During the winter school they will pass over a certain amount of ground, but before the next winter, the language which they have committed to memory has vanished from their minds, and they know as little of the subject as they did before beginning to study it. With arithmetic, it is not so to the same extent, because in this science the pupil is *obliged* to think somewhat in order to perform the examples.

Rev. Mr. Norton thought that much evil results from a want of independence from text-books on the part of the teacher. Recitations are not so animating when conducted by a text book, as they would be if the teacher, by preparation, made himself so thoroughly acquainted with the subject as not to need one. Neither can the questions asked by the teacher be varied as much as they should be. He illustrated his remarks by allusion to a college examination which he once visited, in which the professor was prevented from noticing several cases of cheating that occurred, by having his eye confined to his book.

Rev. Mr. Bradford gave some of the results of his experience in teaching the French language. He thought the proper course to pursue in teaching reading is to drill a long time on a few lines.

Rev. Mr. Aldrich thought that difficulties would arise under the system of drilling recommended by Mr. Bradford, from the fact that very frequently teachers are not good readers. He spoke of the necessity of perfect self-control in the teacher. Enthusiasm is also necessary to the teacher; he must feel a strong interest in his school.

Mr. Sturtevant alluded to some of the difficulties of thorough drilling. Parents are often dissatisfied with it. But he thought that generally such difficulties were temporary.

Rev. Mr. Brigham mentioned some of the incidents of his college life. He spoke of Rev. Dr. Nott, as one who was always independent of his text-book. We attempt to accomplish too many things in our schools. Teachers should be required to teach but few subjects at a time.

NORMAL SCHOOL TEACHERS—THE SCHOOLS SHOULD BE SUPPORTED BY THE RICH.

At a semi-annual meeting of the Plymouth County Teachers' Association, held the 13th and 14th June, 1851, at North Bridgewater, Mass., His EXCELLENCY GOVERNOR BOUTWELL, was one of the Lecturers, and in the course of his address, His Excellency made the following remarks, which deserve the attention of all parties concerned in Upper Canada :

"Before the establishment of Normal Schools, we had two classes of teachers for our common schools : one class came from the colleges, and these, as a class, were incompetent, and failed, because teaching was not their business; they were devoted to other pursuits. Others grew up among the schools, and although these infused much energy into the schools, yet as a whole, they met with no success, for the want of thorough mental training. We have now established Normal Schools for the purpose of raising up a profession of Teachers, and when the profession is formed, we must support it with money; for after all, it is very much a matter of money. Good abilities cannot be commanded without good salaries. It is said that we now pay liberally; that from one million to one million five hundred thousand dollars are annually expended for schools and school-houses in the State. But let us consider what would be the state of any property, if the masses of the people were not educated. It would evidently be insecure, entirely at the mercy of an illiterate, unprincipled mob. Now the property of the State amounts to six hundred millions of dollars, and the holders of it are interested in its security. Although the poor man derives incalculable advantage from education, and from living in an educated community, yet, comparatively he is little benefited. The education of the whole people is peculiarly advantageous to the wealthy. Property holders then should be the warmest friends of popular education, and should be willing to pay a fair per centage for the security which is so valuable to them."

PUNCTUALITY.—"I give it," said the late Rev. Dr. Fisk, "as my deliberate and solemn conviction, that the individual who is habitually late in meeting an appointment, will never be respected, or successful in life."

BIRDS OF PASSAGE.

BY MRS. HEMANS.

Birds, joyous birds of the wandering wing!
Whence is it ye come with the flowers of spring?
—"We come from the shores of the green old Nile,
From the land where the roses of Sharon smile,
From the palms that wave through the Indian sky,
From the myrrh-trees of glowing Araby.

We have swept o'er the cities in song renown'd,
Silent they lie with the deserts round!
We have crossed proud rivers, whose tide hath roll'd
All dark with the warrior blood of old;
And each worn wing hath regain'd its home,
Under peasant's roof-tree or monarch's dome."

And what have you found in the monarch's dome,
Since last ye traversed the blue sea's foam?
—"We have found a change, we have found a pall,
And a gloom o'ershadowing the banquet's hall,
And a mark on the floor as of life-drops spilt,
Nought looks the same, save the nest we built!"

Oh! joyous birds, it hath still been so;
Through the halls of kings doth the tempest go!
But the huts of the hamlet lie still and deep,
And the hills o'er their quiet a vigil keep,—
Say what have you found in the peasant's cot,
Since last ye parted from that sweet spot?

—"A change we have found there—and many a change!
Faces, and footsteps, and all things strange!
Gone are the heads of the silvery hair,
And the young that were have a brow of care,
And the place is hush'd where the children play'd,
Nought looks the same, save the nest we made!"

Sad is your tale of the beautiful earth,
Birds that o'ersweep it, in power and mirth!
Yet through the wastes of the trackless air,
Ye have a Guide, and shall we despair?
Ye over desert and deep have pass'd,
So may we reach our bright home at last.

THE TRUE PRINCIPLES OF GOVERNMENT, BOTH IN FAMILIES AND SCHOOLS.

There is no one subject connected with the training of children, whether in the family circle or the school-room, of more importance than that of their government or judicious control. By the government of children, we mean all that management which is required to secure their ready and willing obedience. A failure in this not only retards the progress of the child in the acquisition of any species of knowledge, but it endangers both its happiness and usefulness through life. And yet, on no subject are errors more prevalent, or fatal mistakes more frequently made. This arises from the fact, that very few of those who assume the responsible duties of the parent or the teacher, ever make the art of managing or governing children the subject of serious study and reflection. Hence this most important part of their work is controlled, in a great measure, by mere accidental circumstances, and influenced by all the fickleness of passion and prejudice; or what is scarcely more censurable, it receives no attention at all.

There is nothing which would contribute more to human happiness by increasing the diffusion of useful knowledge and preventing vice and crime, than the proper attention of parents and teachers to the subject of governing children. We are not of those who think it possible to lay down fixed rules applicable to every case which may be presented to the parent or teacher, or who hold that moral suasion alone, is at all times sufficient to secure obedience. But we are fully satisfied, that all ready and genuine obedience must have its basis in true respect and affection for those to whom the obedience is rendered; and hence, the arts of pleasing and governing are closely allied, if not identical with each other.

Children, like adults, always act from *motives*. Consequently the true theory of government consists in the presentation of motives to right action, in a form so attractive as to uniformly overpower all those of an opposite character. To carry this rule into practice with complete success, requires certain qualifications on the part of the parent or teacher which cannot be dispensed with. First, he must uniformly present to the children under his care, an example of right action in his own conduct. He must present in himself that uniformity of temper, that purity of language, that diligence, and that constant uprightness of character which he wishes them to acquire. Children are apt imitators long before they become

good reasoners. Hence example exerts far more influence over them than mere precept.

This is a rule of the utmost importance ; and yet how few, comparatively speaking pay any heed to it, or even theoretically acknowledge its existence. In this respect, many, very many, find themselves when too late, in the same condition as a friend of ours, who, when expostulating with his only son for neglecting his studies to frequent the billiard-room and other kindred places, and pointing out the bad associates and immoral influences he there met, received the following reply : "Father, I am sure the billiard-room is not so bad a place as you represent, for it is only a few days since I saw Maj. M., Squire W., and *yourself* all there playing." What a rebuke was this to parental indulgence : and how strongly it marks the inconsistency and folly of those parents and teachers who attempt to control children by precepts, unsupported by their own example ?

Second, the teacher or parent should possess in himself that combination of tenderness with firmness, which while it enlists the sympathies and wins the affections, at the same time, commands the respect of all those around him. This combination of qualities is much more frequently seen in the female than in the opposite sex. And to this union of valuable qualities they owe all that superiority in controlling children without resort to harsh measures, which they are well known to possess. Indeed nothing can render the motives to right action so effective and controlling in their influence over children, as their presentation by one whom such children already love and respect. And the reverse is equally true: so much so, indeed, that it were better to keep a child out of school altogether, than send him to a teacher who could neither win his affections nor command his confidence. We could not be understood as representing that affection and respect, even when coupled with a good example, are, under all circumstances, sufficient to ensure prompt and willing obedience on the part of children. For there are times and circumstances when these will fail, and when a proper use of the rod becomes indispensable to the maintenance of good government ; when, indeed, the omission of its use would not only necessitate a failure in the government, but would also deprive the parent or teacher of that very respect and confidence on which his usefulness so much depends. With judicious and enlightened parents, such a resort is rarely necessary ; but not so with teachers who almost always have placed under their care a greater or less number of children who are either badly governed or not governed at all, at home. With such, the most skilful teacher will often be forced to chafe between a resort to physical force and a prompt dismissal from school. For it would be as reasonable to expect the leopard to change his spots at our bidding, as to expect children who are left without control or feelings of respect at home to become respectful and obedient as soon as they cross the threshold of a school-house, any further than such qualities are exacted by fear of physical punishment.

The third requisite on the part of the parent or teacher, is, that he should establish no rule for the government of children without a plain and easily comprehended reason therefor. If all intelligent beings act from motives, such motives should never consist in the mere arbitrary or unexplained commands of another. But every rule or command should be accompanied by a plain reason, which should constitute the chief motive to obedience or action, while the rule or command itself should appear as a mere expression of the reason or real motive in the case. There is nothing more difficult than for one intelligent will to exact from another, obedience to its simple arbitrary dictates. While on the other hand, it is comparatively easy for one will to influence another in almost any direction provided good reasons are assigned as motives to action.

We wish parents and teachers would bestow due attention on this subject ; for there is no more fruitful source of crime and misery in this world, than the defective training of children.—*Literary Review.*

SMALL CHILDREN IN SCHOOL.

Among the difficulties which teachers of summer schools have to encounter, is the attendance of small children—children who are too young to attend school for the purpose of learning. Often they are sent with their older brothers and sisters, sometimes to gratify the desires of the child, and too frequently that their parents may be rid of the trouble of taking care of them at home. Really,

one is sometimes inclined to believe that some parents think the more children teachers have to govern and watch, the happier they are, from the way they send their "toddling wee things" for them to take care of. However pleasing may be their pranks at home, and however much their smiles may add to the cheerfulness of the domestic hearth, they are too much a cause of disturbance at school to render their presence desirable.

Sometimes teachers suffer such young children to attend school out of respect to their parents, while they are themselves conscious that it would be better for the school, and the children, too, to keep them away. Such a course does greater harm to the child than good to the parent. Children are often sent to school for the purpose of learning when they are too young. Usually, the age of five is as soon as a child should be placed in school ; and when they can be properly taught at home, it is better to wait till seven or eight before subjecting them to the confinement of the school-room. It is said of the Rev. John Wesley, that he was not taught the letters till he was five years of age, and that on his fifth birth-day his mother taught him the alphabet, and the next day to read the first verse in the Bible.

Young children are generally confined too long at a time in the school-room. One-third of the usual number of school hours should be spent by them in the open air. They should be allowed two recesses each half day of not less than fifteen minutes each. In addition to this, it is frequently desirable to dismiss them half an hour earlier than those pupils who are old enough to learn lessons. Even were health not taken into account, such a course would be the better policy, for the pupil would not become so tired of confinement as to hate the school-room and all its associations. By this plan, they will not only love the school better, but learn faster than when confined six long hours each day. Then, when the health of the child is considered, a still stronger argument presents itself for less confinement. Small children should be provided with slates and pencils, and taught to make letters, and to draw the forms of simple objects. Thus, they may be furnished with a means of entertainment which will not only prevent them from engaging in play, but which may soon become a medium of teaching them to read and spell.

From the Free School Journal.

HINTS ON THE DAILY EXERCISES OF THE SCHOOL.

We would recommend to Teachers to commence their exercises with the small pupils, before they become wearied with sitting—that they exercise them as frequently as possible, and that their exercises be *brief*.

That each pupil be exercised at least once each day in *Mental Arithmetic* ; that each pupil be supplied with a slate and pencil ; that the black board be used daily in each recitation ; that each pupil be exercised daily in Map drawing, both on the black board and on paper ; that every pupil who can form letters with a pen be required to write short sentences each day and present them to the teacher for correction, thus educating all in the important art of composition ; that the importance of physical education should be more regarded, and the laws of health be familiarly explained to the members of the school: and that they insist on frequent visitations from their patrons, and hold a public examination at the close of the term.

A TEACHER.

PARTIAL SYSTEMS OF EDUCATION.—Among the heathen nations, the Persians, in the time of Cyrus, considered the *virtues*, especially justice and gratitude, as the main object of education ; among the Athenians, *accomplishments in arts, sciences and letters*, were the end ; and among the Spartans, *obedience* was the sole principle of instruction, because that would preserve the ascendancy of the laws. Yet neither of these answered their designs. Persia acquired some of the milder virtues, but failed in strength and hardihood ; Athens found that neither art nor science would avail against depravity of morals ; and Sparta found that it was not enough to secure obedience to laws without considering their nature and effect ; Persia fell a victim to luxury, Athens to licentiousness, and Sparta to tyranny. Such are the lessons of antiquity, and its splendid wreck remains an example to warn us against the dangers of *partial* systems.

But under the new light which the Christian system has thrown

over the power and destiny of the soul, a different view has been taken of the end and means of education. We consider the object of education as twofold:—one to improve and strengthen the mind itself, the other to endow it with whatever is valuable or auxiliary in the duties of life.—*E. D. Mansfield.*

PARENTS AND TEACHERS.

“This is one great difficulty which we schoolmasters find in doing our duty to boys, and at the same time satisfying their parents. Parents wish their boys to be pushed on; the conscientious master prefers to keep them back till they are well grounded; because he knows that this will be of most benefit to them in the end. Parents like to see some visible sign of their progress; the master, who watches the opening of their mind, knows that they are often making most progress when no great results are perceptible. We all know that in building a house, a great part of the work is done underground. When the foundations are brought up to the level of the soil, a superficial observer might suppose that very little had been done; and yet in reality great progress towards building the house would have been made. Just so in education; a great deal may be silently going on, which is not seen above-ground—a great deal of foundation-work, upon which the future structure is to be reared. But parents are too apt to be impatient, and expect the structure to be reared before the foundation is laid. And schoolmasters are sometimes too ready, nay almost obliged in self-defence, to yield to this feeling of parents. They will send the children home with strings of hard names of places, and a smattering of two or three sciences, and a number of specimens of fields measured and maps copied, and account-books with swans and stags and German-text flourishing all over them. This is all very well; but it is no criterion of real progress. When a boy is really able to do his sums, there is no reason why his account-book should not be finished off in a neat and ornamental manner; and when he has mastered the art of land-surveying scientifically, let him make as many maps, and measure as many fields as he pleases. But what I object to is, the loss of valuable time in mere outside show.—A conscientious schoolmaster is often obliged to run the risk of offending parents, and appearing to bring their children less forward than his competitors, because he will not give in to their plans, and sacrifice the sure and gradual development of his scholar's faculties to what is entirely superficial.”—*Gresley in a late English Publication.*

PARENTAL RESPONSIBILITY.

“Would we look for one who is signally the pest and bane of his land, our eyes will pass by him who is summoned to her bar for breach of her laws; she has a more insidious foe—a foe whose harm is more sure, more extensive, and more abiding; they will fix on him who might have blessed her in his sons, but who has originated evil dispositions, and cradled evil tendencies at his home, has corrupted the fount of honour and virtue there, and thereby has marred it in her senates, her cities, of her marts.”

“Parents owe a debt to ages yet unborn; for who shall say at what point in the stream of time, the personal character of any individual now on earth shall cease to influence? A sentiment, a habit of feeling once communicated to another mind, is gone, it is beyond recall; it bore the stamp of virtue, it is blessing man and owned by heaven; its character was evil, vain the remorse that would revoke it, vain the gnawing anxiety that would compute its mischief; its immediate, and to us visible effect may soon be spent; its remote one who shall calculate? The characters of the dead are inwrought into those of the living; the generation below the sod formed that which now dwells and acts upon the earth; the existing generation is moulding that which shall succeed it; and distant posterity shall inherit the characteristics which we infuse into our children to-day.”

“Happily childhood introduces and perpetuates domestic happiness in maturer years. It opens the way for friendship between parent and child when the days of inequality and dependence shall have passed away. It is the base of true and lasting power—power, whose seat is in the heart. It must be so, for it is allied with all that commands reverence and engages love, with all that brings man into near and hallowed connection with his God, the connection which throws sanctity over human ties. Coleridge

writes, ‘No emperor hath power to prescribe laws for the heart.’ The poet is right, but a parent has such power.”—*The Parent's Great Commission,—a London Publication.*

ESSENTIALS OF SELF-EDUCATION.

There are certain essentials to self-culture, which it may be well to place distinctly before the mind. These may be classed as follows, viz:—

- 1st. FREEDOM.
- 2nd. PRACTICAL THOUGHTFULNESS.
- 3rd. ACTIVE EMPLOYMENT OF A USEFUL CHARACTER.
- 4th. CORRECT HABITS.
- 5th. ENERGY; and,
- 6th. PERSEVERANCE.

With these six conditions or qualities, men are thoroughly armed for self-education, while the absence of either would do very much towards vitiating the result, in case the attempt were seriously made. It is superfluous to state, that in our best instructed communities, but few are well educated,—and, even in those who are commonly so regarded, inequalities and contradictions of so anomalous a character not unfrequently betray themselves as to fully negative the truth of their being so cultivated.—*Eclectic Journal of Education.*

MENTAL EXCITEMENT.

Bad news weakens the action of the heart, oppresses the lungs, destroys the appetite, stops digestion, and partially suspends all the functions of the system. An emotion of shame flushes the face, fear blanches it; joy illuminates it; and an instant thrill electrifies a million of nerves. Surprise spurs the pulse into a gallop. Delirium infuses great energy. Volition commands, and hundreds of muscles spring to execute. Powerful emotion often kills the body at a stroke. Chilo, Diagoras, and Sophocles died of joy at the Grecian games. The news of a defeat killed Philip V. The door-keeper of Congress expired upon hearing of the surrender of Cornwallis. Eminent public speakers have often died in the midst of an impassioned burst of eloquence, or when the deep emotion that produced it suddenly subsided. Lagrave, the young Parisian, died when he heard that the musical prize for which he had competed was adjudged to another.

A BEAUTIFUL SIGNIFICATION.

‘Alabama, signifies in the Indian language, ‘Here we rest!’ A story is told of a tribe of Indians who fled from relentless foe to the trackless forest in the southwest. Weary and travel worn, they reached a noble river, which flowed through a beautiful country. The chieftain of the band struck his tent pole in the ground, and exclaimed, ‘Alabama! Alabama!’ (‘Here we rest! here we rest!’)

TEACHER ARE YOU AN EARLY RISER?—Would you be written down as a growing man? Then anticipate the sun in your rising, and devote to prayer and study

“The cool, the fragrant, and the silent hour,
To meditation due, and sacred song.”

Ere business distracts, and the labours of the day commence, devote at least one hour to some literary pursuit, some classic page, some incident of history, some charming truth of philosophy, some song of the old poets, some chapter of the inspired scriptures, that however much absorbed you may be during the day, still the light and loveliness of knowledge may surround all your labours, and you may not be compelled to say, like the Roman General of old, “I have lost a day!”

POWER OF EARLY INFLUENCES.—Among the cliffs of the Andes, a child's hand may turn the course of the Amazon. But let it flow onward three thousand miles, swollen by the influx of a thousand tributaries, and there is but one power in the universe that can turn it from its broad and deep-worn channels. So the mind, in the beginning of its career, is yielding, and takes its direction from the slightest influences. So, too, when the channels of thought and feeling have become broad and deep, it spurns controul, and bows to nothing but Omnipotence.

JOURNAL OF EDUCATION.

TORONTO, AUGUST, 1851.

SCHOOL MAPS AND APPARATUS.

On the last three pages of this number will be found a Catalogue of School Maps, Apparatus, &c., for the procuring of which arrangements were made in England a few months since. These Maps are sold for Public Schools alone, and at prices not exceeding the costs. It is not compatible with the character and duties of this Department to make gain by any publications procured and disposed of through its agency; but it has voluntarily undertaken the task of providing for the local school authorities of Upper Canada, and of rendering accessible to them all, the largest variety of the cheapest Maps and other School Apparatus which can be obtained in any country or state of America. These Maps are of various sizes and prices, so as to suit the varying resources of School Sections, and the different kinds of School Houses. The Trustees of a large number of Schools have already procured sets of Maps and other School Apparatus; and we hope that all the School Trustees in Upper Canada will soon avail themselves of these facilities to procure the indispensable requisites for an efficient School.

ERECTION OF SCHOOL HOUSES.

In commencing a system of Public Instruction, one of the most common, important, and yet difficult duties which devolve upon Trustees, is the erection of suitable School-houses. A good School-house properly furnished is one of the first conditions of a good School. It is important that children should have reason to respect the place of instruction as well the instruction given; and the conveniences of the former often determine the success of the latter. The most entertaining conversation by the fireside soon loses its interest, if the house is comfortless; under the same circumstances, the ablest orator would exert his powers to little purpose; and a School Teacher must possess rare qualifications indeed, if he can command the attention and excite the interest of children during six hours a day in a house, the construction, condition and all the fittings, or rather misfittings up of which are at variance with the ease and comfort of his audience, if not with decency.

The character of the School-house is the practical expression of the estimation in which the education of youth is held in any city, town, village, or neighbourhood; and therefore in the erection of new School-houses, or the furnishing of School-houses already built, this estimation will aid, cripple, or paralyze the exertions of Trustees. The real enemies of general education will oppose the erection of new School-houses, or the furnishing or improvement of existing ones. The stationary or stand-still class of people—those who think what was when they were children is quite good enough now,—will prop up and mend old buildings, or consent to erect such buildings as will answer 'at present,' but they will oppose any thing more as needless expense and extravagance. Both these classes will advocate their views on the ground of economy, of poverty, of other taxes or debts, &c., &c; but the latter class are the most numerous and most formidable opponents of the progress of education. Against the combined influence of these two classes must the friends of the *advancement* of education (and not merely of its existence) expect to contend. They are the advocates of *progress* in the growth and development of mind, as well as in agriculture, manufactures and commerce; they erect School-houses not merely to keep things as they are, or to mete the exigencies of the present time, but, as they erect their own buildings, with a view to the

wants and exigencies of the future, as well as the conveniences of the present. We hope and trust that the much that has been doing, the last two or three years, and is doing this year, in the erection and improvement of School-houses, is but the commencement of what we shall yet witness. Let the spirit of our New York neighbours on this subject prevail in Upper Canada. In the last Annual Report of the State Superintendent of Common Schools, we find the following gratifying statement and important suggestions:—

"From the best means of information within reach of the department, it is believed that very great improvements in these structures have taken place; that an increased regard to the comfort, convenience and health, both of pupils and teachers, has been manifested; and that more enlightened principles of architecture, as well as a more refined taste and a better appreciation of the advantages resulting from their combination, are beginning to prevail.

"The enlargement of sites for school houses, the introduction of tasteful shrubbery, and the cultivation of useful and ornamental plants, should be encouraged and recommended. Ample grounds should be reserved by the inhabitants of districts for this purpose; and while every reasonable facility should be afforded for that bracing and invigorating exercise of the physical faculties, which is essential to the healthful development of the human system, provision should at the same time be afforded for the cultivation of those higher faculties of our nature which have reference to the beautiful, the tasteful and the ornamental. Trees, flowers, vines and evergreens, should find their appropriate places in the vicinity of every school house, demanding the care and repaying the attention of both teacher and pupils. The influence thus capable of being exerted on the expanding mind of childhood, cannot be otherwise than beneficial: while the associations connected with the work of primary education will be divested of much of their present repulsiveness."

NEW YORK AN EXAMPLE FOR THE CITIES AND TOWNS IN UPPER CANADA.

Mr. **RAYMOND**, one of the Representatives of the City of New York in the State Legislature, made the following remarks, in a powerful speech delivered in a Committee of the whole House, during the late Session, on providing for the establishment and support of Common Schools throughout the State:—

"I am proud, sir, to be able to stand here to-day, and say that the CITY OF NEW YORK offers a *free* education to every child within her limits. She has erected about two hundred houses for school purposes, with all the appliances of scientific and mechanical invention; she employs the best teachers whose services can be procured—she purchases books, stationery, everything required in such schools—and then, sir, she throws the doors *wide open* to the free admission and instruction of every child within her borders. There is not a child in the darkest street or narrowest lane, or the most crowded court of that most densely crowded city—no matter how destitute he may be—there is not one so poor and friendless that he may not walk up to the door of the best school-house in that great city, and demand the very best education which its wealth can procure. Nor does she stop there sir. She has organized eighteen evening schools and provided teachers for them, at which children and adults, whose necessities require them to labor during the day, may attend during the evening and receive the rudiments of education. Nay, more: she has organized and established a **FREE ACADEMY**, where any child, whose faculties and whose industry qualify him therefor, may receive, under able and accomplished teachers, and with all the aids and appliances which money can command, an education equal to that afforded in the best of your colleges throughout the State. And this, sir, without money and without price. All this sir, does New York city provide for the instruction of those into whose hands her destinies are to be committed. And all the property within her borders is taxed to pay the expense thereof. The man with his hundreds of thousands, and without a single child to reap the advantages of the schools, pays his tax for their support, and feels that he is only doing the duty which he owes to the community in which he lives and with which his interests are identified. The tax-payers there, onerous

as is the tax imposed upon them, make no complaints that their property is taken for the use of others without their consent, or that they are compelled to educate children not their own. They feel that they are parts of the society in which they live—that they hold their possessions in subordination to the necessities of that society—and that their interest, as well as their duty, compels them to aid in the education of all its children.”

EDUCATION OF FEMALE TEACHERS IN FRANCE.

A writer in the *District School Journal of Education for the State of New-York*, has the following remarks on the education of female teachers in France :—

It is well known that in France, according to law, no person—man or woman, can exercise the profession of a teacher, public or private, without a license. The license is given after rigid examination by the University of France, at Paris, or by the Academies in each department, which are so many ramifications of the University. Females, of course, have their share in this function, though the education accorded to them by public provisions, has been, apart from religious establishments, of small consideration. The Sorbonne, the ancient parent of the University, never included females in its privileges, nor does the present great institution open to them its colleges; still it has made some concessions from the exclusive benefit of the other sex to the better education of women. Females properly qualified, are admitted and encouraged in this noble employment.

In a recent work (1849,) entitled, *Historie Morale des Femmes*, (Moral History of Women) some account is given of his preparation of ladies for the work of education.

Already Paris has a thousand teachers of music—there is not a country town that has not one or two. Women teach English, Italian, French, *even History*. [By which is meant that they teach it by exposition, not by rote.] I know an aged magistrate who is supported in this way by three daughters; in former times they would have been an overwhelming burden to him. All three go out in the morning, and do not return until the evening, after ten hours' labour. More than one prejudice exists, I am aware, against this honourable employment, but such prejudices disappear before the wholesome influence of experience. The occupation that serves society must, in time, be rightly regarded by those who enjoy its results. Those who confer the benefit will respect themselves for their works sake. Women, exalted by a life of action, elevated by the will to earn their bread, will obtain for themselves instruction, because they are worthy of it, and respect, for the same reason.

To this end the University has formed a course of teaching, followed by examinations of female students, and grants them diplomas accordingly. Every year, in the month of August, there assemble three Inspectors of the University, two Catholic priests, a Protestant clergyman, and the Grand Rabbi, so that the different faiths of the country be represented, and that the cry of 'sectarian favor' may not be raised. To these are added three Lady Inspectresses, and before these judges appear one hundred and fifty or more, young women and widows, offering to submit to the most complicate and difficult trials, in order to acquire the right of instructing the humblest class of children of their own sex.

The necessity of forming a body of competent teachers among women, and the need they feel of raising themselves by instruction, given and received, is manifested under a thousand interesting forms. The daughter of one of the most eminent poets in France has passed through one of the examinations above-noticed, for the honour of having passed it. The daughter of one of the first public functionaries, a woman of distinguished mental endowments, has recently come to seat herself on the benches of the teachers' class. At 5 o'clock every morning she proceeded on foot from her own dwelling to the Corn Market, where the class met, and there, in the midst of a crowd of poor women, who sought in primary instruction the means of subsistence, she learned the business of a teacher. For what purpose? To have the right, not only of establishing, but of directing herself, a village school in the neighbourhood of her country residence. She wished to owe nothing to favour. Her name, when known, obtained her distinction every where; to avoid that she wore a plain garb—

did not give in her true name, and submitted to the consequences of apparent poverty in order to exercise, and especially to merit, the function of a teacher of the people.

TESTIMONY OF EXPERIENCE IN FAVOUR OF THE PRINCIPLE OF FREE SCHOOLS.—One of the members of the N. Y. State Legislature, observed, in a late speech to the Assembly on the subject of Free Schools: "Examples show, clearly and conclusively, that a system founded upon this basis, properly organized and faithfully carried out, works smoothly and well. In Massachusetts all the schools have been *free*, and have been supported by a tax upon property, from the very day when the Pilgrims landed on Plymouth Rock. In all the New England States the experiment has been tried and has proved successful. Free Schools have been established in some of the Western States, and even in South Carolina every child of a free man may receive instruction at the expense of the *property of the State*."

PROVISION FOR THE ESTABLISHMENT AND SUPPORT OF NORMAL SCHOOLS.—The following items, which we find in the last (July) number of the N. Y. *District School Journal of Education*, are striking illustrations of the propriety of the course which has been pursued by the Canadian Legislature in respect to the establishment and support of the Normal School for Upper Canada :

CONNECTICUT STATE NORMAL SCHOOL.—The building erected for the accommodation of this Institution, at New Britain, near Hartford, was dedicated on the 4th ult. Able and interesting addresses were delivered by the Hon. Henry Barnard and the Rev. D. Bushnell. The members of the State Legislature were nearly all present.

MICHIGAN STATE NORMAL SCHOOL.—We understand that this Seminary for teachers, is to be open on the 1st of May, 1852. A tasty and commodious building is nearly completed for its use, at an expense of \$50,000. Well done, Michigan!

THE LEGISLATURE OF NORTH CAROLINA, at its late session passed a law making appropriations for the establishment of a large Normal School for the preparation of Common School teachers.

MASSACHUSETTS, too, having already *three* of these Seminaries, has recently provided for the support of the *fourth*. Thus, the good work goes bravely on.

NEW LAWS OF MASSACHUSETTS RELATING TO EDUCATION.

Among several short Acts and "Resolves" passed by the Legislature of Massachusetts during April and May last, we find the following :—

Resolve authorizing the Board of Education to appoint Agents. Resolved,—That the Board of Education be and they are hereby authorized to appoint two or more suitable persons to visit the towns and school districts, in such parts of the Commonwealth as may seem expedient to the said Board, for the purpose of inquiring into the condition of the public schools, lecturing upon subjects connected with education, and, in general, of giving and receiving information, in the same manner as the Secretary of the Board would do if he were present; and that, to defray the expense of the same, His Excellency the Governor, with the advice and consent of the Council, be authorized to draw his warrant on the treasury, for a sum not exceeding twenty-five hundred dollars annually, and for a period not exceeding two years. [Approved, April 24, 1851.]

Resolve concerning the State Normal Schools. Resolved,—That the sum of twelve hundred dollars be appropriated annually the current year, and in the year one thousand eight hundred and fifty-two, for the support of the State Normal Schools, under the direction of the Board of Education, which, together with the sums appropriated for the same object by former resolves, shall be in full therefor, to the first day of January, in the year one thousand eight hundred and fifty-three. [Approved, May 15, 1851.]

Educational Intelligence.

CANADA.

CONTENTS OF THE ANNUAL REPORT TO HIS EXCELLENCY THE GOVERNOR GENERAL, of the Normal, Model and Common Schools in Upper Canada, for the year 1850.

BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

Transmitted the 29th July, 1851.

| | |
|--|----------|
| Prefatory Letter to the Secretary of the Province, | i ii |
| General Contents, | iii xiii |
| PART I.—REPORT, &c. | |
| Introductory Remarks, | 15—16 |
| I. School Sections and Schools, | 17—18 |
| II. School Monies, | 18—19 |
| III. Number of Children of School Age, and attending the School, | 19—20 |
| IV. Classification of Pupils, | 20—21 |
| V. Books used in the Schools, | 21—22 |
| VI. Classification of Teachers, | 22—23 |
| VII. Salaries of Teachers and Classification of Schools, | 23—24 |
| VIII. Kind and Condition of School Houses, | 24—26 |
| IX. School Visits, Examinations, and Lectures, | 26—27 |
| X. School Maps, Blackboards, Globes, &c., | 27—28 |
| XI. Libraries, Colleges, Grammar and Private Schools, | 28—30 |
| XII. Normal and Model School for Upper Canada, | 28 |
| XIII. Schools in Cities, Towns, and Incorporated Villages, | 30—36 |
| XIV. General Remarks. 1. Grammar Schools. 2. Text and Library Books. 3. Free Schools. Conclusion, | 36—42 |
| PART II.—STATISTICAL REPORT. | |
| (The Statistics in each Table extend to each Township in Upper Canada.) | |
| Contents, | 43—45 |
| TABLE A.—School Sections—Schools reported in operation—Gross Receipts and Expenditures for Teachers' Salaries, and erecting or repairing School Houses during the year, | 46—74 |
| TABLE B.—Adult Population—School Population—Pupils attending the Schools—Average attendance of Pupils during the Summer and Winter—of Boys—of Girls—Aggregate and average number of Months during which the Schools have been kept open during the year—Number and Classification of Pupils in the various branches of Study, | 75—102 |
| TABLE C.—Text-Books used in the Schools and modes of Instruction employed therein, | 103—130 |
| TABLE D.—Common School Teachers—Male and Female—Their Religious Faith—Their average annual Salaries—Average amount available for the salaries of Teachers—Certificates of Qualification granted and annulled—Number of qualified Teachers—Character and description of Schools, | 131—158 |
| TABLE E.—Kind, sizes, and condition of School Houses—Number erected during the year—Amount levied or subscribed for the erection of School Houses—Ditto, ditto, for repairs of ditto—Total number of School Houses reported—Freehold, lease, and rented, | 159—187 |
| TABLE F.—School Visits reported—By Local Superintendents, Clergymen, Municipal Councilors, Magistrates, Judges and Members of the Legislature—Other persons—Total visits—Public Examinations—Public Lectures—School Requisites—Maps, Blackboards, Globes, Apparatus, &c.—Libraries—Common School, Sunday School, Public, and number of Volumes therein—Colleges, Academies, Grammar and Private Schools—Students and Pupils therein, | 188—217 |
| TABLE G.—Account of the Receipts and Expenditures of the Normal and Model Schools for the year 1850, | 218 |
| TABLE H.—General Statistical Table, exhibiting the gross attendance of Students at the Normal School since its commencement in 1847 (six sessions, inclusive)—Amount of weekly aid granted to them during each session—Their Religious Faith—and the Counties from which they attended—in three abstracts, numbered 1, 2 & 3, respectively, | 219—221 |
| TABLE J.—Disposition of the Annual Parliamentary School Grant for the year 1850, | 222 |
| TABLE K.—General Statistical Table, exhibiting the progressive results of the operations of the Common School system in Upper Canada, from the year 1840 to 1850, inclusive, | 223—224 |
| TABLE L.—General Statistical Abstract, exhibiting the state and progress of Education in Upper Canada, as connected with Universities, Colleges, Academies, Grammar, Private, Common, Normal, and Model Schools, during the years 1842 to 1850, inclusive, | 225—226 |
| APPENDIX. | |
| Contents of the Appendix, | 227—231 |
| I.—Extracts from the Reports of Local Superintendents of Common Schools and Boards of School Trustees in Upper Canada, for the year 1850, | 231—311 |
| II.—Annual Addresses to the People of Upper Canada. By the Chief Superintendent of Schools: | |
| No. 1. On the system of Free Schools. | |
| No. 2. Encouragement to persevere in the cause of Common School Education. | |
| No. 3. Permanency and prospects of the system of Common Schools in Upper Canada, | 312—322 |
| III.—The Common School Act for Upper Canada, 13th and 14th Victoria, chapter 48, | 323—366 |
| IV.—Forms and Instructions for executing the provisions of the Common School Act. By the Chief Superintendent of Schools, | 367—378 |
| V.—General Regulations for the Organization, Government and Discipline of Common Schools in Upper Canada. By the Council of Public Instruction; and the List of School Books recommended and sanctioned by the Council, | 378—384 |
| VI.—Circulars to the various Municipal and other officers concerned in the administration of the Common School Act for Upper Canada. By the Chief Superintendent of Schools: | |

| | |
|---|---------|
| No. 1. To Wardens of Counties or Unions of Counties in Upper Canada, on the duties of County Municipal Counties, under the Common School Act, | 385—387 |
| No. 2. To the Mayors of Cities and Towns in Upper Canada, on the duties of City and Town Councils, under the Common School Act, | 387 |
| No. 3. To the Townreeves, on the duties of Township Councils, under the Common School Act, | 388—369 |
| No. 4. To Local Superintendents of Common Schools, on their duties under the Common School Act, | 389—391 |
| No. 5. To the Trustees of Common Schools in Upper Canada, on their duties under the Common School Act, | 391—392 |
| No. 6. To the Teachers of Common Schools in Upper Canada, on their duties under the Common School Act, | 393—394 |
| No. 7. To the Clerks of the several Counties and Unions of Counties in Upper Canada, transmitting a certified copy of the Apportionment of the Legislative School Grant for 1850, | 395—397 |
| No. 8. To the Clerks of the several Cities and Towns in Upper Canada, transmitting a certified copy of the Apportionment of the Legislative School Grant for 1850, | 397 |
| No. 9. To the Clerks of the several Counties or Unions of Counties in Upper Canada, calling attention to several provisions of the Common School Act, relating to financial matters, | 398 |
| No. 10. To the Clerks of the several Counties and Unions of Counties in Upper Canada, notifying the apportionment of the Legislative School Grant for the year 1851, | 399—400 |
| No. 11. To the Clerks of the several Cities, Towns, and Incorporated Villages in Upper Canada, notifying the apportionment of the Legislative School Grant for the year 1851, | 400 |
| No. 12. To Local Superintendents of Common Schools in Upper Canada, on the mode of distributing the School Fund among the several School Sections, for the year 1851, | 401 |
| No. 13. To the Taxable Inhabitants of Cities and Towns, on the subject of the election of Boards of School Trustees, | 402—413 |
| No. 14. To the Boards of School Trustees in the several Cities and Towns in Upper Canada, on their duties under the Common School Act, | 404—406 |
| No. 15. Notice to the Local Superintendents of Schools, and the Trustees of County Grammar Schools throughout Upper Canada, | 406 |
| No. 16. Circular to the County Boards of Public Instruction, on their duties under the Common School Act, | 406—407 |
| VII.—Programme of the Examination and Classification of Teachers of Common Schools, prescribed by the Council of Public Instruction for Upper Canada, | 408 |
| VIII.—General Form of Certificate of Qualification for Common School Teachers in Upper Canada, | 408 |
| IX.—Correspondence on the subject of making the <i>Journal of Education</i> the medium of communicating Official Notices, Instructions, &c., from the Educational Department, Upper Canada, to Municipal Councils, Superintendents and other persons concerned in the administration of the School Law in Upper Canada, | 409—410 |
| X.—Evidence given before the Finance Committee of the Legislative Assembly, on matters relating to the Educational Department of Upper Canada. By the Chief Superintendent of Schools, viz.: | |
| No. 1. Personal Evidence in writing before the Committee. | |
| No. 2. Explanatory Letter to the Chairman of the Committee, | 411—420 |
| XI.—Blank Form of Annual Report furnished to each Corporation of School Trustees for the year 1850, | 421 |
| XII.—Blank Form of Annual Report furnished to each Local Superintendent and Board of School Trustees for the year 1850, | 422 |
| XIII.—Programme of the Annual Examination of the Normal and Model Schools for Upper Canada, at the close of the sixth session, 1850—51, | 423 |
| XIV.—General Regulations for conducting the Examinations for the Governor General's two Prizes in Agricultural Chemistry, in the Normal School for Upper Canada, | 424 |
| XV.—Normal School Examination Papers, at the close of the sixth session, May, 1851, viz.: | |
| No. 1. Agricultural Chemistry (for the Governor General's Prizes.) | |
| No. 2. Themes for Composition. | |
| No. 3. Book Keeping. | |
| No. 4. Grammar, Education, and Art of Teaching. | |
| No. 5. History—General, English and Canadian. | |
| No. 6. Practical Arithmetic. | |
| No. 7. Algebra—Three divisions. | |
| No. 8. Geography, General and Canadian. | |
| No. 9. Geometry. | |
| No. 10. Mensuration and Mechanics, | 425—444 |
| XVI.—Blank Form of Certificate, given at the close of the sixth session of the Normal School for Upper Canada, to Students then in attendance and deemed worthy of it, | 445 |
| XVII.—Revised Terms of Admission into the Normal School for Upper Canada, adopted by the Council of Public Instruction, on the 23rd day of July, 1851, | 446 |
| XVIII.—Proceedings at the Ceremony of Laying the Chief Corner Stone of the Normal and Model Schools and Education Offices for Upper Canada: with an Introductory Sketch of the System of Public Elementary Instruction in Upper Canada, by the Chief Superintendent of Schools. Also, a description of the Buildings, with Engravings, | 447—476 |
| XIX. Depository of Maps, School Books, Apparatus, &c., in connexion with the Education Office for Upper Canada, | 477—479 |
| Items.—Examinations—Brantford Central School.— The <i>Courier</i> states that the visitors were highly delighted with the marked improvement observable in the various classes. It gives us much pleasure to say that the services of the Principal, Mr. Hughes, in the education of our youth are very highly esteemed. Mr. Hutton, assistant, is also highly spoken of. Mrs. Corbett, in the female department, gave the greatest satisfaction.— Beamsville Grammar School.— The scholars present underwent a very creditable examination in the following branches,—Spelling, reading, writing, arithmetic, book-keeping, grammar, geography, geometry, algebra, and latin. At the close of the exercise, the Chairman, Mr. Morse, | |

addressed the pupils, congratulating them on the progress they had made, and urging to increased diligence. The Rev. Messrs. McClatchy and Hewson, also delivered short addresses, commending the teacher, Mr. Robinson, for the zeal and care he had evidently bestowed on his pupils.

—*Guelph Grammar School.*—The examination of the scholars afforded much satisfaction to the trustees and other gentlemen who attended. The usual prizes were awarded.—Herald, 17th July.—*Port Hope Schools.*—The *Watchman* states that William Sisson, Esq., was called to the chair. The Rev. James Baird, Superintendent, conducted the exercises. The boys were examined in reading, spelling, geography, grammar, arithmetic, algebra, and geometry. The girls were examined on Saturday. The Rev. Messrs. Shortt and McCullough attended during the whole of the examination. The Rev. Mr. Short conducted part of the examination. They were examined in reading, spelling, geography, grammar, and history. We were very much pleased with their nice, modest, clean, and neat appearance, and the general attainments in their studies.—*Richmond Grammar School.*—The semi-annual examination was conducted with the strictest propriety, and was perfectly satisfactory to all present. The progress made by the different classes was considerable—in spelling, writing, arithmetic, English grammar, geography, Latin, and Greek; the advances made by the higher classes in Latin and Greek, were very creditable to themselves and to their teacher.—*Burlington Ladies' Academy.*—The late examination was conducted to their entire satisfaction, whilst several of the classes exhibited a degree of proficiency in their respective studies, which deserves the highest approbation, as evincing, at the same time, the diligence of the pupils and the superior qualification of the teachers. The Principal has retired from the Academy. He has been elected Principal of Rutgers' Female Institute, New York.—*Lobo, Mr. D. McIntyre's School.*—It was really delightful to see so many little children under so judicious a system of training and instruction as that followed by Mr. McIntyre. The happy and cheerful countenances of the pupils, and the eagerness with which they engaged in study, amply showed that the school-house is to them a place of pleasant resort. They answered the questions in ancient and modern history, arithmetic, and physical geography, with great promptness.—*Bytown College—Annual Examination.*—The public exercises, which had been preceded by private examination of the pupils on the previous day, commenced at 10 o'clock, A. M., and concluded at 6 P. M. The matter of examination was highly scientific—and the manner in which the pupils of the different classes answered the questions put to them, must have been gratifying both to their parents and to the public, who had the good fortune of witnessing the whole ceremony.—*Bowmanville.*—About 60 pupils were present. The number usually in attendance is about 100.—The examination was interesting, and well conducted by Mr. Moorcroft, who understands his business well. The manner in which the several classes went through their exercises was very satisfactory—particularly in the geography and grammar classes. We do not remember ever to have heard a better explanation of the different positions of the earth, the change of seasons, &c., than that given by Mr. Moorcroft from the tellurian; and the accuracy and readiness with which the magnitudes, distances, &c., of the several planets were given on the orrery, showed that much pains had been taken to communicate the varied amount of useful information possessed by these youths, of which, probably, their fathers know little or nothing.—*Malahide Public School Celebration.*—The sun never dawned upon a more beautiful day than yesterday, the day appointed by the local superintendent of public schools for the first school celebration ever held in this township. The procession, consisting of above fifty carriages, many of them drawn by four horses, moved through the village with waving banners, and the singing of beautiful pieces by the different schools. On arriving at the grove, a most beautiful place for the exercises, a splendid collation in the shape of a picnic dinner was served up. After the dinner, John W. Bemer was appointed chairman of the meeting, and commenced with an address upon Popular Education, by the Rev. Charles Brown, of this place. This address was most able and eloquent, and we should do it injustice were we to attempt giving a sketch of it; we can only say that it was worthy of its author and worthy of the occasion. Then followed an admirable piece from the Aylmer choir, under the direction of Mr. J. Wisten. The general school divisions were then followed in their order for such exercises as they should choose to go through with. School section No. 11, under the charge of Mr. Tribe, their accomplished teacher, merited and received great approbation for their exercises in singing, composition, and declamation. The scene here presented was most beautiful and impressive. Among the lofty trees of the forest whose overhanging branches shut out the sun, with beautiful banners inscribed with appropriate devices surrounding the stage, the glad voices of children were heard in songs as joyous as the wild birds, and in exercises vindicating mental and moral culture and improvement. A few years since, on this same spot, might have been heard the fierce howling of the wild beast of the forest, and the still more appalling war-whoop of the savage. After the exercises of the scholars, and some excellent singing by the choir, Mr. Wheaton, of Richmond, addressed the

audience. He urged the necessity of education in practical remarks, evincing excellent views and sound sense. He said that education was at home a friend, abroad an introduction, in solitude a solace, in society an ornament. Mr. Thompson then spoke of the improvements of the age, transforming the pathless forest into cultivated fields, and said that the cultivation and improvement of the intellect is the great duty of man, that,

Life is real, life is earnest,
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken to the soul!

Mr. Jones, the superintendent of public schools, then delivered an address. He spoke of the gratification which he experienced in witnessing the response made by the different schools by their brilliant display on this occasion. He referred at some length to the condition of the schools in the township, and the gratification with which he witnessed their zeal and improvement. Mr. Jones was listened to with profound attention, and the occasion was indeed highly complimentary to his official zeal and ability as Superintendent of public schools for the township. After the conclusion of the exercises in the grove, the procession again formed, and proceeded on foot through the village, the scholars singing beautiful and appropriate pieces, and bearing beautiful banners. We noticed particularly school No. 1—Miss Wright, teacher—with their banner inscribed, "Hurrah for the March of Science." School No. 5, Miss Tewzer, teacher; School No. 8, Mrs. Bothwell, teacher, with the motto on their banner, "Knowledge is Power." School No. 14, Mr. Tribe, teacher, with the banner, "We will never give up study." School No. 13, Mr. Glover, teacher, with the banner, "The Road to eminence." School No. 14, Miss Ward, teacher, with the banner, "The hope of the Country." School No. 22, Mr. Van-Velsing, teacher. The Aylmer School, Mr. Marsh, teacher, made a fine appearance; also School No. 11, of Bayham, Mr. Hughes, teacher, with a beautiful silk banner, and Mr. Whitmore's School, from Dorchester. The number of scholars in the procession was four hundred. Upon their return to the Town Hall, the committee of arrangement returned thanks to the audience for their attendance, and to the chairman for his services, when the assembly dispersed and returned to their homes. The ball has been set in motion, and the next celebration will be still larger in number. It is becoming generally understood that an educated people is the best security for a free government. The school-house is one of more importance to the community than the barracks of the soldier, and the school teacher a more useful member of society than the recruiting officer.

BRITISH AND FOREIGN.

Items.—The Rev. Dr. Sadler, Provost of Trinity College, has, owing to the delicate state of his health, resigned the office of Commissioner of the Irish Board of National Education.—The subscription for a free library at Manchester now amounts to upwards of £9,000.—The Government of Austria has issued a decree prohibiting the use of any books in public and other schools, written by dissenters from the national faith.—The Rev. Dr. Cramp was installed into the office of President of Acadia College, Nova Scotia, on the 20th ult.

The Oxford Commemoration.—At the late Oxford commemoration, according to the usual custom, various names were called out by the undergraduates in the theatre, and cheered or hissed, according to their sentiments. The name of "Cardinal Wiseman" called forth a protracted burst of hissing, hooting, and cheering, the former, however, predominating. The name of "Dr. Pusey," which followed next, was greeted with a simultaneous, hearty, and prolonged round of vociferous cheering. "The University Commissioners" called forth a tremendous volley of hooting and groaning, mingled with only a few cheers. The name of "Lord John Russell" was also greeted with the same unequivocal marks of disapprobation, while that of "Lord Stanley" called forth tremendous cheering. "The Bishop of London" was one of the cries which called forth almost equally divided manifestations of applause and disapprobation.—[Oxford Herald.]

National Education, Prize Essays by Working Men.—The English National Public School Association are taking effectual means for enlisting the sympathies of working men, on behalf of their movement. In offering prizes for the best essays on the subject of National Education, they will engage the powers of select men of the working class, and in them, we have no doubt they will obtain a powerful instrumentality for successful operation on the mass. We hope this overture by the conductors of an important movement, will be responded to by intelligent working-men with a promptitude and earnestness indicative of their full appreciation of the importance of the subject.

Public Education, Great Britain.—An estimate of the sums required to be voted in the year 1851, for public education in Great Britain £150,000.

EXPENSES TO BE PROVIDED FOR IN THE COURSE OF THE YEAR ENDING
MARCH 31, 1852:—

| | |
|--|----------|
| For grants towards the building, enlarging, and furnishing of school-houses, elementary and normal, | £55,000 |
| For grants to aid the managers of elementary schools in the purchase of books, maps, &c., | 3,000 |
| For grants to pay the annual stipends of pupil teachers, and gratuities to the schoolmasters and schoolmistresses instructing them, | 75,000 |
| For grants in augmentation of the salaries of schoolmasters and schoolmistresses who have obtained, upon examination, certificates of merit, and whose schools have been favourably reported on by Her Majesty's inspectors, | 20,000 |
| For grants to training-schools on account of students who have resided not less than one year in them, and who have obtained certificates of merit at the annual inspection, | 5,000 |
| For the current expenses of Kneller Hall, including salaries, | 3,000 |
| For salaries and travelling expenses of inspectors, | 21,000 |
| For salaries of three examiners, | 1,150 |
| For grant to the National Society, | 1,000 |
| For grant to the British and Foreign School Society, | 750 |
| For grant to the Education Committee of the General Assembly of the Established Church of Scotland, | 1,000 |
| For salary of statistical clerk and supplemental clerks (the rest of the staff being charged on the estimate for the Privy Council Office, No. 6, Class 2.) | 480 |
| Total, | £186,380 |

R. R. W. LINGEN.

Downing Street, March 4, 1851.

The balance remaining upon the grants of former years, with the grant of £150,000 now proposed, will be sufficient to meet the expenditure for the year ending 31st March, 1852.

The Universities (Scotland) Bill.—Mr. Cowan moved the second reading of the Universities (Scotland) Bill; and, in doing so, said he wished particularly to remove the apprehension that English members might entertain, that the bill he proposed was similar in its nature to that submitted the other day for doing away with the religious tests in the Universities of Oxford, Cambridge, and Dublin. There was, in fact, no similarity in the Universities of England and those of Scotland, especially as related to the Established Churches. He desired by his bill simply to declare that various bodies having been driven out of the establishment by the civil power of late years, it was but fair that they should not suffer exclusion from the rights which, as British subjects, they were entitled to enjoy. Seeing that Episcopalians, in spite of the tests of 1690, had filled the chairs of the universities of Scotland, he asked the House to consent to the bill, which would simply declare that Episcopalians and other dissenters in Scotland were entitled, not only *de facto*, but *de jure*, to continue in these chairs, and that henceforth such dissenters should have the right to enter these chairs without let or hindrance. The systems on which the English and Scotch Universities were founded were entirely different—and such, that whilst it was absurd to impose tests in Scotland, it was but reasonable to impose them in England. The bill was lost.—[Parliamentary Report.

UNITED STATES.

Items.—The commencement at Harvard University was celebrated with the appropriate exercises in the First Church, at Cambridge. His Excellency Governor Boutwell, and other members of the civil government, were escorted to Cambridge from Boston by the National Lancers the cortege arrived at the place of meeting, the church, some minutes before 10 o'clock. Making it for all in all, the reputation of Old Harvard was fully maintained, and her ability still to give the country men of talent fully proved. — Professor Thatcher has been appointed to fill the chair of the Latin language and literature, Yale College, vacated by the resignation of Professor Kingsley, and it is said that Professor Hadley will succeed President Woolsey in the Greek professorship. — The Rev. Dr. Hickock was chosen Vice President of the Union N. Y. College, and professor of moral philosophy. — The Rev. Dr. Means has been elected President of Emory College, vice Rev. Dr. George F. Pierce, resigned. — The commencement exercise of Genesee College, we are informed, took place at Lima, on the 10th of July last. The inauguration of the President elect, the Rev. Dr. Tefft, took place in the morning at 10 o'clock, and the anniversary speeches of the students in the afternoon. Several literary gentlemen from abroad were invited to participate in the inauguration services, among whom was President Fillmore, who is one of the trustees of the college. The institution is in an unusual state of prosperity, there being over five hundred students now in attendance.

Brown University.—The faculty of this University, on its new basis, has been nearly completed, and consists of the following gentlemen; Rev. Francis Wayland, D.D., President, and professor of moral and intellectual philosophy; Rev. Alexis Caswell, D. D., professor of mathematics and physical astronomy; George J. Chace, A. M., professor of chemistry, geology, and physiology; William Gammell, A. M., professor of history and political economy; John L. Lincoln, A. M., professor of the Latin language

and literature; George W. Greene, A. M., instructor in modern languages; William A. Norton, A. M., professor of natural philosophy and civil engineering; John A. Porter, A. M., professor of chemistry applied to the arts; Hiram H. Perry, A. M., lecturer on the Greek language and literature; Rev. Robinson P. Dunn, A. M., professor of rhetoric and English literature. The professorships of didactics and of the theory and practice of agriculture are as yet vacant. — *Operation of the New System in Brown University.*—The new system is meeting in its practical workings the most sanguine expectations of its founders. The prospect of a large class to enter the next year is unusually flattering. We heard of one classical institute which would send twenty into the freshman class. As might be supposed, the new system was the theme of much remark and eulogium, and drew from President Wayland the statement, that the number of admissions was larger by one half during the preceding, than on any former year; that the number of absentees from college duties was never so small, and never had the discipline of the University been conducted with greater ease.

The New York Board of Education had within their jurisdiction, during the year ending 30th April last, 207 schools, of which 17 were for coloured children. The number of children taught within the year ending February 1, 1851, was 107,863, which is an increase of 4,389, compared with the previous year. The number of schools is also larger, eight new ones having been formed. According to the annual report of the Board, taking the average four years, the actual cost, per scholar, for tuition for 240 days of the year, including cost of books, &c., is \$6 58.

The Territorial University in Minnesota has been located at St. Anthony. The university building is to be erected immediately. The school fund has been so husbanded in that territory, as to secure to every child a common school education, free of all expense to parents.

Schools in Indiana.—The question of passing a free school law, and adopting the system of graded schools, is now agitating the people of Indiana. Some of the most intelligent men in the State are pushing it forward with confident expectations that it will be carried in the next Legislature. One of the prime movers in the measure is the old friend and class-mate of one of a number, whose cognomen was "parvus."

Colleges in Indiana.—Indiana has several good colleges, the principal of which are South Hanover College in the extreme south of the State. The State University at Bloomington, near the centre; the Methodist College at Greencastle, and the Wabash College at Crawfordsville. The last is in many respects the best. It is of New England planting and nurture, and is worthy of the confidence and patronage of all who love the West. It is struggling with poverty, but must be sustained and do a great work. Its faculty are thorough, hardworking men, and a more promising-looking set of young men, than the students are, I have seldom seen.

The American Institute of Instruction will hold its twenty-second annual meeting on the 12th, 13th, and 14th of August, at Keene, N. H. The introductory address will be delivered by ex-Governor Briggs, and will be followed, we are informed, by ten other lectures, delivered by distinguished educators. The citizens of Keene have provided gratuitous accommodations for all female teachers who may be present. The New York delegation last year was among the largest in attendance.

Baptist Colleges and Seminaries.—The New Hampshire *Congregational Journal* has the following comment on some recently furnished statistics touching Baptist colleges and theological institutions:—"The Baptists have 9 theological seminaries in the United States, with 19 professors and 123 students, being an average of about 12 students to each seminary, and 6 to each professor, while the Presbyterian Congregational seminaries have an average of 50 students connected with each. Some of the Baptist seminaries have only a partial and mixed course of instruction; deducting the number pursuing this course, there would be less than 80 students pursuing a purely theological education. Princeton Theological Seminary has 150 students, a larger number than the nine Baptist seminaries. The facilities for travel obviate a reason which once existed for local seminaries. The Baptists have 19 colleges with 90 professors and 1,005 students. Brown University is one of the most flourishing and respectable in the country, and is exceeded by none in the ability and character of its faculty. In England the same denomination have nine institutions devoted to ministerial education, where, to a greater or less extent, theology is taught in connection with other studies, classical, and scientific. Of these, Bristol, Horton, and Stepney, are all which could in any proper sense, be called colleges. In all, the course of instruction is mixed, literary and theological. In several it embraces only the usual studies of the grammar school, with a limited theological course. In these nine institutions are embraced 113 students, averaging less than 13 each, and conducted at an expense of about \$30,000 per annum.

Literary and Scientific Intelligence.

Items.—The annual competition for prizes at Canton, by 3,000 of the literati, occasions there at present considerable excitement.—A society, composed of forty learned Turks, has been established for the purpose of encouraging literature and the fine arts in Turkey.—The History of the United States Exploring Expedition, under Lieut. Wilkes, is just translated and published in Germany.—M. Daguerre, the celebrated inventor of the "Daguerreotype," recently died at his residence, near Paris.—The English *Sherbrooke and Yeovil Mercury* lately issued its last paper, after an existence of 115 years.—Experiments with chloroform, as a propelling power, in the place of steam, are now making in the port of L'Orient, and there is reason to hope, from the success which has already attended them, that they will result in causing a considerable saving to be effected in cost and space.—A gutta percha tube has been placed in a colliery in Wales, having a shaft of 400 feet deep, whereby a whisper, either from bottom or top, is instantly heard: a whistle calls attention, and then follows the message.—In Austria some new laws have just been issued against the press, which virtually give power to the various provincial authorities to suspend for three months the publication of any journal that may offend them. The minister of the Home Department is also authorized to prohibit the introduction of any foreign works he may deem dangerous.—Government have granted £1,000 to defray the expenses of public instructors of flax-growing in Ireland.—A warrant has been issued by the Crown, authorizing the principal and professors of Owen's College, Manchester, to grant certificates to candidates for honours at the London University, that the prescribed course of study has been completed.—The Queen has granted a pension of £100 per annum out of the Royal Literary Fund to Mrs. Jameson, the authoress, wife of Ex-Vice-Chancellor Jameson of Upper Canada.—The celebrated Roman Catholic historian, Dr. Lingard, is dead. He is greatly regretted in England.—The Rev. Dr. Olin, President of the Wesleyan University, Middletown, Conn., died on the 16th inst. He was an able and distinguished Minister of the Methodist Episcopal Church in the United States; and the author of several works,—among which are his interesting *Travels in the East*.

Egypt.—At the last sitting of the Academy of Moral and Political Science of Paris, a paper was read by M. Mariette, a gentleman charged with a literary and scientific mission of the French Government in Egypt, in which he stated that having caused excavations to be made in the spot on which Memphis stood, he found, at a depth from two to twelve yards, several monuments of Egyptian and Grecian architecture, and amongst them the Serapeum mentioned by Strabo. Having had the avenue leading to the latter cleared, M. Mariette discovered a considerable number of statues, ranged in a semi-circle, and representing the sphynx, and all sorts of Grecian and Egyptian figures. Accompanying the communication of M. Mariette were drawings of his discoveries. The statues are described as of great beauty, and will, it is expected, throw a great light, not only on Egyptian art, but on Egyptian history also. In strong contrast to the behaviour of the English Government to Mr. Layard, on a representation being made to them, the ministers unhesitatingly promised that the French Government would find all the needful funds, and afford the enterprising discoverer every assistance in its power.

Discovery in Egypt.—A most interesting discovery has been made in Egypt. It is known that there exists in Mount Zabarah, situated on an island in the Red Sea, a mine of emeralds, which was formerly worked by the pachas of Egypt, but abandoned in the last years of the reign of Mehemet Ali. An English company have solicited and recently obtained authority to resume the working of this mine, which is believed to be still rich with precious stones. Mr. Allan, the engineer of the company, while directing some important excavations in this place, has discovered at a great depth traces of an ancient gallery, which must evidently be referred to the most remote antiquity. Upon removing the rubbish, he found tools and ancient utensils, and a stone upon which is engraved a hieroglyphic inscription, now partially defaced. This circumstance proves the truth of the opinion expressed by Belzoni, on the strength of other indications, that this mine was worked in ancient times. The nature and form of the implements discovered, and the configuration of the gallery, the plan of which has been readily traced, prove most conclusively that the ancient Egyptians were skilful engineers. It seems, from examination of the stone which has been discovered, that the first labours in the mine of Zabarah were commenced in the reign of Sesostrius the Great, or Ramses Sesostrius, who, according to the most generally received opinion, lived about the year 1650 before Christ, and who is celebrated by his immense conquests, as well as by the innumerable monuments with which he covered Egypt.—[Advertiser.]

Geography of Borneo.—Sir Roderick Murchison opened the business of the section of Geography and Ethnology of the British Association,

on Tuesday last, by bringing before it some notes of Sir James Brooke, the Rajah of Sarawak, on the geography of the northern portion of Borneo. He pointed out the present state of our acquaintance with the geography of the great island, as derived from the researches of British travellers and naval surveyors, and as published in a recent map constructed by Mr. Petermann. He described the communication of the Rajah as important, in making known the ascent, by Mr. Low, of the lofty mountain of Kira Balow, (near 14,000 feet above the sea,) situated in the north-eastern district, and the intention of Mr. St. John to proceed up the Baram River, between Sarawak and Labuan, and to visit the populous county of the Kayans, and perhaps that of the Kinneah—a people unknown in our geography, but numerous and hospitable, and speaking a language distinct from the Kayans and Dyakas. The Rajah adds, "Some letters from the Kayan chiefs of Baram have lately been printed by order of the House of Commons, and will point out where the real danger to the progress of geographical research is to be apprehended."

British Association.—The proceedings of the Association for the Advancement of Science have been less interesting this year than in former seasons; accordingly the proceedings were truncated, and terminated earlier by a day than they would otherwise have done. The excursions on the Saturday were without features of interest to those who were not present. On Monday, Dr. Daubeny read a paper to the chemical section, in which he objected to the complicated and uncertain nomenclature of our chemists—some of their names extend to thirteen syllables. He proposed a new nomenclature; and one is amused to read that under his approved system you would have to learn such words as "*diethylchlorophenamine*." On Tuesday, the astronomer royal delivered a discourse on the eclipse of the sun, which took place on the 28th ultimo, and be nearly total at the latitude of London. Captain Johnson read a paper on the deflection of compasses caused by telescope iron funnels in steamships: the concentric arrangement of the sides of the funnel, when shut up, caused a deflection quite unexpected, and disproportioned to that caused by the funnel when it is drawn up to its full height; the difference would make a vessel run from fifty to seventy miles out of her true course in twenty-four hours. On Wednesday the proceedings were somewhat hastily wound up. It is stated that the sum received was not "satisfactory"—but £620. The Association adjourned till August, 1852; when the annual meeting will be held in Belfast.

Dr. Moir, of Musselburgh, the well known "Delta" of Blackwood's Magazine, expired at Dumfries, last month. Dr. Moir has been known alike in the medical and in the literary world, and his death will occasion a sad blank in both. As "Delta," Dr. Moir contributed to Blackwood's Magazine almost from its first starting, and he continued to do so to the end. His "Lament of Selim" appears in a late number, and a melancholy interest attaches to it as being the last piece the lamented author ever wrote. As a critic, as well as a writer of poetry, he stands deservedly high; and the crowded audiences who last winter attended his lectures on the poetry of the last half century, will long remember them as models of popular criticism—at once clear, condensed, and animated, and delivered in a manner that would have lent interest to far inferior criticism.

Glass Pearls.—Though among the most beautiful, inexpensive and common ornaments for women now made, are produced by a very singular process. In 1656, about two hundred years ago, a Venetian named Jabuin, discovered that the scales of a species of fish called black fish, possessed the property of communicating a pearly hue to water. He found, by experience, that beads dipped in this water, assumed when dried, the appearance of pearls. It proved, however, that the pearly coating when placed outside, was easily rubbed off, and the next improvement was to make the beads hollow. The making of these beads is carried on even at this day in Venice. The beads are all blown separately. By means of a small tube the inside are delicately coated with with the pearly liquid, and a wax coating is placed over that. It requires the scales of four thousand fish to produce a half-pint of the liquid, to which small quantities of salt ammonia and isinglass are afterwards added.

Dr. Neander's Library.—We understand that Lane Seminary has the refusal of the splendid library of Dr. Neander, of Berlin, for thirty days. It consists of nearly 5,000 volumes, most of which are standard works, and many of them very rare works, and of great value; and yet, for the sake of keeping the library together, we understand that it is offered on very easy terms—for something like \$3,000. A member of the faculty of Lane Seminary is now in this city for the purpose of raising the needful sum. Is there not some rich man who would be willing to embalm his name with Neander's, by purchasing the library, and making a present of it to Lane Seminary? or some thirty men who would join hands in a good work?

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Editorial and Official Notices, &c.

JOURNAL OF EDUCATION FOR NOVA SCOTIA, conducted by the Superintendent of Education.—This is the title of a new periodical, which promises to be a most valuable auxiliary to the cause of education in the Province of Nova Scotia. The Superintendent (J. W. Dawson, Esq.) possesses clear and enlarged views of the great interests committed to his management; he is evidently commencing in the right way; he proposes the establishment of a Normal School, and he has already held public school meetings in various parts of the province. Several Teachers' Associations have also been held. Mr. Dawson's expositions and suggestions are eminently practical. The following items from his *Journal of Education*, just received, contain facts and indications of a very gratifying character:

CHEMICAL APPARATUS.—A few additional sets of apparatus for teaching Agricultural Chemistry, have been imported for distribution in the present year. Any Board of Commissioners desiring to have one of these, as part of its share of the appropriation for Books and apparatus, is requested to apply to the Superintendent of Education, before the 14th of September; as it is expected that the whole of the supply of Books and Apparatus will be ready for being forwarded to the several counties about that time."

"Arrangements have been made for furnishing the several Boards of Commissioners with their supplies of books for poor Schools, and also with the School Libraries purchased with grants for 1850 and 1851, about the middle of September.

THE CONTENTS OF THE ANNUAL SCHOOL REPORT FOR UPPER CANADA FOR 1850, will be found on the 123rd page. It will be seen that the several documents embraced in the Report will render it a complete manual for the several officers concerned in the administration of the school law in this province. Its statistics extend to the several Townships of Upper Canada, and contain an amount of information relative to the state of Education in each Township never before collected, which will be valuable for reference in future years. It will be gratifying to the friends of education to read the following order of the Legislative Assembly on the subject, passed on the 30th ultimo:

"The Hon. Mr. Hincks presented the Annual Report of the Normal, Model, and Common Schools in Upper Canada for the year 1850.

"On motion of the Hon. Mr. Hincks, it was Ordered, That the Report be printed in pamphlet form, under the direction of the Printing Committee, and that a copy be furnished to each Municipal Council, Local Superintendent, Board of Public Instruction and Common School Corporation in Upper Canada, exclusive of the number printed for the use of members of this House."

The Report, as soon as printed, will be sent to the several Clerks for distribution among the Local Superintendents, who will supply each Trustee Corporation with a copy. At the same time, the blank forms of Reports for the current year will be forwarded to the local school officers as usual.

A TEACHER (3rd Class Certificate) of many years experience, who is also competent to teach the Classics, History, Geography, &c., wishes to get employment in a Country School. Apply to L. M., 73, Victoria Street, Toronto.
August 5th, 1851.

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