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A MECHANICS' INSTITUTE—THE MECHANICS' COLLEGE.

A number of gentlemen in Bytown have just issued an address, preliminary to the establishment of a Mechanics' Institute in that place. In deploring the absence of so effective an agency in diffusing general intelligence, they remark:—"The want of some association of an intellectual character deprives the adult members of the community of all those pure mental enjoyments that flow from the cultivation of the mind, either by reading or listening to discourses upon literature, science, or art, is, when viewed with reference to its influence upon the youth of the town, productive of consequences of a much more painful and disastrous nature. The young and thoughtless, instead of being furnished by their parents, guardians, employers, and others interested in their temporal welfare, with every opportunity of storing their minds with useful information, have no other means of spending their leisure hours than in frivolous and unconstructive amusements, or in pursuits of a character that generally end in the contracting of bad habits that never can be entirely eradicated. The valuable time in the beginning of life, when the intellect is yet unclouded and best adapted to receive and retain impressions, must be thus worse than thrown away,

and many a father whose hope it is to see his son grow up a well-informed man and a respectable member of society, will perhaps live to see him an illiterate, profligate and despised character, a burden to himself and a disgrace to his friends. Where there is no public library from which well selected books, upon the different branches of science can be procured, and where there is no provision whatever made for the delivery of instructive lectures, it is difficult to perceive how a young man can obtain knowledge, either by reading it for himself, or by having it imparted to him by others. Having no other resource for the employment of the spare hours of our long winter evenings, he must continue to patronize those haunts of frivolity and vice where the sensual appetites are alone ministered to, and where the growth of all that is pure and good in the nature of man is prevented. If our youth should thus be permitted to grow up in ignorance, vice, and depravity, and be inferior in their intellectual acquirements to those of the other towns of the Province, their excuse must be that their superiors, whose duty it is to supply them lavishly with the means of mental cultivation, have chosen rather to leave them to the tender mercies of the ball-alley, gambling-room, and places of a still worse character. Between the time of leaving the common school and that period of life when the full age of discretion is arrived at, there are from five to ten years, during which the character of the future man is formed, and during which the greater part of the knowledge that is to serve through life must be acquired. If a store of general information is not laid up in this period, the individual must pass through existence without it. When the cares of business and the struggle for subsistence commence, the time for education is past, and he who has not obtained it before, will most likely never possess it. The wealthy can afford to send their sons, immediately after they leave the common schools, to higher institutions of learning, but the great expense places the system of filling up the blank between fifteen and twenty-five beyond the reach of the great mass of the people. Some other means must, therefore, be provided, that will be readily within the limits to which the funds of men, in ordinary circumstances, can be extended. Much that is taught at colleges may be imparted by other institutions, open to all at a trifling cost. Whatever may be the nature of the educational establishment that is to succeed the common school, and stand as a substitute for the academy, college, or university—where these cannot be had access to, it must be permanently founded—its object must be the diffusion of sound knowledge, and it must be cheap. It should not be looked upon as a place of amusement only, but an institution of learning, of vast utility,

and worthy of being kept in continual operation. The want of such an educational establishment had been long felt in Britain before the system of diffusing general information was devised, and since they have been put in operation, they have been found to answer the purpose for which they were intended remarkably well, and to exceed the anticipations of their founders. Although originally formed by mechanics, they are now extensively patronized by all classes, the most wealthy as well as the poorest. Indeed, many of the best educated men appear to take as much interest in their progress as that of the higher and more fashionable seats of learning. In proof of the high estimation in which they are held by the upper classes in Britain, the following notice, taken from the *Eclectic Magazine* of the present month, may be cited:—"A lecturing zeal has pervaded the ranks of the nobility. The Earl of Carlisle is announced to lecture on Gray, at Sheffield; the Duke of Newcastle is to lecture to the mechanics at Worksop; Sir Alexander Cockburne at Southampton, and Lord John Russell at Manchester." The approbation which they thus receive at the hands of the greatest statesmen and philanthropists of the age, is a reliable proof of their excellence.

CORRUPTION OF POLITICS IN THE STATE OF NEW YORK. DUTY OF TEACHERS IN RELATION TO POLITICS.

After the manner in which the system of elections in the neighbouring State of New York has been praised by some writers, the following statements, from a late number of the *New York Teacher*, will be read with surprise and pain, while the advice given, at the conclusion of the article, is as applicable to Teachers in this country as to those in the United States:—

"The election is over, and we have, therefore, no fears of being accused or even suspected, in the remarks which follow, of attempting to foist our own political opinions upon our readers. Whether we are pleased or displeased at the result, is a question on which all are at liberty to exercise their guessing faculties, to their hearts' content. If 'the country is now safe,' as one party believes, then shall we rejoice; and if it is ruined, or is likely to be, as the other party believes, then must we suffer in common with others.

"But there are dangers to which our country is exposed, which both parties see and acknowledge, and yet do not raise their warning voice against; but, on the contrary, both are equally guilty in hastening and increasing. The doctrine that 'all is fair in politics,' has not only become prevalent, but absolutely popular, until, finally, it seems to be conceded that he who can cheat the most, is the best party man. Corruption in high places, and by places, seems to go unrebuked; and bribery and fraud are the general rule, and honesty and fair dealing the exception. On election days, voters are bought and sold like cattle in the shambles, and men claiming to be respectable will not vote until paid for it. Had we all the money which was expended in this way, in the State of New York alone, at the recent election, we could retire with a fortune larger than that of any other individual within her borders.

"What is the effect of all this? We answer: our liberties are endangered; our public morals are corrupted; and the ballot box, which might do infinitely more than the cartridge box in perpetuating our free institutions, is fast becoming a mighty reversed engine, which will hereafter, unless some redeeming power be speedily brought to bear upon it, carry death and destruction to all who have ventured upon its track. Money—the fatal tempter which has beguiled all traitors, from Judas Iscariot down to —is already corrupting our electors, until it has become a common saying that 'every man has his price.' 'Egg-men'—already a numerous and rapidly-increasing class—vociferate for those candidates who pay well, and capable, honest, and deserving men, if poor, are pushed aside without ceremony. If a candidate will only 'bleed' well, his election is sure, even though his character and morals may be as foul and corrupt as a cesspool!

Is this picture overdrawn? Is it too highly wrought? Would to God it were so: for then we might innocently be silent. But the half has not been told. Our limits only admit of a mere reference to it; but, in saying less, we should have been verily guilty.

And now for the remedy. As the disease has been coming on gradually, so must the cure be gradual. And this leads us to the point at which we were aiming. The youth of our land, who will soon be voters, must be enlightened in relation to their duties to their country.

They should be taught, that, to sell their vote, is a piece of treachery—that the attainment of even a good object should not be sought by the use of unfair means—that they should be governed by patriotism rather than by party spirit—and, above all, that for the use or abuse of the elective franchise, especially in this free republic, they are as much responsible to God as for any other act of their lives.

These principles may be inculcated in almost every exercise of the school-room. At times, familiar conversation should be held with the pupils, in relation to the great events now transpiring in our land. This should be done in a spirit of candor and fairness, and special care should be taken not to favor either political party, but to do equal justice to all. The love of our highly favored country should be carefully cultivated, and its advantages over all others distinctly pointed out.—The dangers to which all republics are exposed from ignorance, corruption, and vice, should be kept before the youthful mind, and the fearful condition of any country whose liberties are gone, should be held up to view. Above all, our children and youth should be taught that "righteousness exalteth a nation, but sin is a reproach to any people."

"FELLOW TEACHERS! This duty is ours. Shall we endeavor faithfully, honestly, and conscientiously to discharge it? Or shall we, by our indifference and neglect, or, worse still, by our pusillanimity, only hasten the crisis of our country's fall? We speak as to wise men; judge ye."—*N. Y. Teacher.*

EVILS OF THOUGHTLESS SCHOOL LEGISLATION IN THE STATE OF NEW YORK.

We take the following important testimony on this point from the report of the New York State Superintendent for 1851-52, which has recently been laid before the Legislature at Albany:—

"The school system of New York is too vast, involves interests too important, to be rashly established or rashly changed. It requires permanency to adapt it to the circumstances of society, and to give facility and vigor to its operations. Where no serious practical evil is felt, it can scarcely be doubted that a reasonable degree of such permanency is preferable to incessant changes, even though, independently considered, those changes might promise some degree of improvement.

"In the rapid transition from system to system, in the constant change of details, made without the benefit of sufficient experience which has marked the school legislation of the last four years, the natural result has followed. Grave errors have been committed. To retrieve them new ones have been plunged into. The local officers have been embarrassed to understand their duties, varied by each year's legislation. They have consequently performed them with diminished spirit and greatly diminished accuracy. Want of zeal or want of efficiency in the principal, soon extends to the subaltern, or paralyzes his efforts. Even the teachers—a finer or more spirited professional body than whom is not to be found in our state—have lost something of that high enthusiasm which a few years since exhibited its kindling traces throughout our schools, or, as is more likely, their efforts unsupported from without, have fallen on a soil made sterile by indifference, or choked by angry contention. Melancholy as is the confession, and decided as are the exceptions to it, our schools, in the opinion of the undersigned, have deteriorated during the rapid changes of the last four years.

"Whether we have reached a point in these mutations where it is best to pause, and let existing regulations where not obviously and seriously wrong, stand, until a further developed experience and a more settled public sentiment shall call for well considered changes, is the grave question now to be settled."

APPELLATE JURISDICTION OF THE NEW YORK STATE SUPERINTENDENT OF SCHOOLS.—Doubts have arisen as to the power of the Superintendent to hear and determine cases of appeal, arising under the school laws of the State. These doubts have been occasioned by the repeal of sec. 132, chap. 480, of the laws of 1847, by an act passed in 1849. This repeal is supposed to have been the result of a clerical error. Whatever its effect, it is well understood that the idea was not entertained or even broached, in the Legislature, of abolishing the appellate jurisdiction of the Superintendent, and compelling all parties aggrieved by the acts or decisions of the inferior school officers, to resort to courts of law for redress. Entertaining this belief, and conceiving that the act of 1849 did not, at all events, affect some of the legislative enactments conferring jurisdiction on the Superintendent, passed prior to 1847, the undersigned has entertained the appeals which have been brought before him; and he is not aware that his decisions have been in any case disregarded. But to remove doubts, and prevent controversy, it is recommended that the Legislature, by express enactment, reconfirm that appellate jurisdiction in the Superintendent, without which our school system would be crushed by litigation, almost within a single year. (Report of the Superintendent, for 1851-2.)

COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

PROCEEDINGS AND SUGGESTIONS.

(Continued from page 39.)

From the Rev. Elliott Grasett, ex-Local Superintendent of Bertie, Merrittville.

QUALIFICATIONS OF TEACHERS.—The Board of Examination of School Circuit No. 2, think that the examination of teachers, as established in the programme, is of too low a standard as regards the *third class*. The majority of candidates which appear before this Board, present themselves for a third class certificate, to obtain which, it does not require much knowledge or ability, and unfortunately there are many Local Superintendents and Trustees who do not discern the value of the *first* and *second* certificates above that of the *third*, consequently *third class men* are much encouraged. They obtain the *promise of an appointment*, before they appear for examination. It would be well if the Chief Superintendent would advise School Trustees generally to establish a gradation of salaries, according to the number of class-certificates, that is, to pay to teachers of the *first* and *second* class certificates, a higher salary than to the teacher of a *third class*. As before stated, there is little or no distinction made between the three ranks of teachers, so far as this circuit is concerned.

From J. Eastwood, Esq., Township of York.

SCHOOL-RATE ON CHILDREN.—I cannot but think that, an enactment levying a tax on all children of school age, of say 3d. per month, and making every school Free, the balance, if any, being raised by assessment on property, and having the salary and qualifications of teachers fixed, the latter say at £75 per annum, would be an improvement on the present system. Putting the tax on children and property, whilst it would not be oppressive on either, by legislative enactment, would prevent much of the angry feeling at present called forth, the tax on children being low, would throw a portion of the burden on property, and at the same time induce parents to send their children to school—the great object of a good school system, the neglect of which is an obstacle, greater than ALL others combined, to the establishment of Free Schools, the advocates of which are constantly met with the unanswerable objection of, “We have furnished a school-house, hired a teacher, and made the school free, and yet the people for whom we have expressly done this won't send their children, preferring to allow them to fill the highways.” Remove this objection, and the principle of Free Schools would be triumphant. Fixing the salary of teachers may seem rather arbitrary: it is necessary for this reason—were it not so, in many cases, just such a teacher as the tax on children and the school grant would pay, would be procured, property in such a case altogether escaping. Taxing children is, I confess, an unfair way of raising money for any purpose; but is it more unfair, than parties having children but no property, being only householders, than landlords paying the taxes, compelling parties who have property or children, or both, to hire a teacher and pay him, they keeping their children from the school and paying no taxes, can have no possible right to say whether a teacher shall be hired or not; or if he is, how he shall be paid,—this has been done. If the parents have a right to have their children educated at the public expense, and on no other ground can Free Schools be demanded, the public have a right to compel them to send their children, and I know no more efficient way of doing so than compelling them to pay something, whether they send their children to school or not. We generally suffer more from the ignorance of other person's children than our own, against which we have, I conceive, a right to protect ourselves: it is our common interest to do so. The poor themselves, generally uneducated, cannot see this, hence the absolute necessity of making them feel the effects of an evil, if it is one, more tangible than those of ignorance. A small tax on each child, although, perhaps, unjust (though this is by no means certain), would in only rare instances, be oppressive.

From the Rev. W. H. Landon, Woodstock.

TEACHERS' INSTITUTES.—That one be organised in every County. All qualified teachers to be eligible. First and second class certificates not to be renewed except the candidates are members of some County Institute, or can show cause why they are not. Institutes to have power to expel members for immoralities, and membership to be a sufficient certificate of moral character. Local Superintendents and all School Visitors to be members *ex officio* with right to vote. All members while in employment to pay into the Treasury a sum equal to one day's pay per quarter. A sum equal to at least one-half the aggregate contribution of members to be paid out of the Government appropriation. One meeting, at least, of four days continuance, to be held annually in the County Town, and not less than three quarterly meetings of two days, such in such other parts of the County as may be most convenient. All teachers who attend the annual and such quarterly meetings as may be held in their own or next contiguous Townships to be exempt from all poll-tax, and all Municipal burdens, except property taxes, military service, &c., and entitled to all the benefits of the Institute. Teachers residing more than five miles from the place of meeting to receive an allowance from the funds towards their expenses; the amount to be fixed by Managing Committee. Teachers of three years standing in the Institute to receive aid in cases of sickness or misfortune, according to the state of the funds. County Inspector to be enabled by Municipal Council to offer a premium annually for the best essay on such subject connected with education as shall have been specified to be read at the annual meeting.

LIBRARIES.—That a general School Library be established for each Township, and placed under the management of the Township Superintendent, who may appoint any suitable person to keep the same, provided his own residence is not in a convenient part of the Township.

An annual assessment to be made by authority of the Township Council, of a sum at least equal to the Government appropriation.

The Library to consist, 1st, of approved works on education and schools, including Reports, Essays and Treatises on school organization, discipline and government, the most approved methods of teaching, and all other subjects connected with the duties of teachers, chiefly for the use of teachers. 2ndly, of popular treatises on the arts and sciences generally, embracing History, Chronology, Biography, Statistics, Mechanics, Natural History, Natural and Moral Philosophy, Political Economy, Agriculture, &c. &c. &c., for the use of the pupils and the community generally. 3rdly, Departmental and Parliamentary Documents; viz., all Reports and Periodical Publications by the Chief Superintendent, published under the authority of Parliament; all Parliamentary Reports, and the Provincial Statutes of each Session, suitably bound, as many copies of each to be sent to each Township Library as there are School Sections in the same.

The Secretary-Treasurer of each School Section to be allowed to draw from Township Library all such works as may have been deposited in favor of such Section, and take charge of them in behalf of his section, so soon as it shall be certified by the County Inspector that suitable provision has been made by him for the safe keeping of the same, and also monthly to draw such a number of other books as shall be allowed by bye-laws to be made for the purpose. Teachers shall have free access at all times to the Township or Section Library, and may take out for his own use, not more than two volumes from each, at any one time. Books lost or damaged shall be made good by the parties or Corporation holding them at the time.

From Messrs. G. Anderson, Trustee; J. Anderson, ex-Trustee; and D. Thompson and Dunn, Teachers. County of Lincoln.

FREE SCHOOLS.—We have observed the working of the Free School system, as contrasted with that of a rate-bill levied on the parents and guardians of the children attending school in our own School Section; and have carefully watched the results of the same in other School Sections, and have also made inquiries on the same subject of persons residing at some distance,—from all of which we are clearly convinced that no system could be adopted in this Province, calculated to afford

an education to the whole of the youth of Canada equal to the Free School system. Where that system has been established, the school-house has filled to overflowing; and where it has again been changed for a rate-bill system, however low that rate-bill might be made, the school would dwindle to about one-fourth of the free-school number. We are, therefore, fully of opinion that the Provincial Legislature could not confer a richer boon on the Province generally, and on the rising generation particularly, than to incorporate a provision in the present School Law, making all schools throughout the Province free, or, in other words, supported in the manner now provided for free schools.

From Archibald Young, Esq., Port Sarnia.

ALTERING SCHOOL SECTIONS.—Would it not be well to have the School Bills so altered as to give the Municipal Council of each Township the power of altering school sections from time to time, as the wants of the inhabitants may require? As I understand the law as it now stands, the power of altering the boundaries of school sections is entirely in the hands of the inhabitants of the section; therefore, if there is a large section adjoining a small one, there is little chance of them ever being equalized, as the inhabitants of the large section will be unwilling to have it reduced, as, by so doing, they would be increasing their own taxes. The same holds good with regard to the formation of new sections. This causes much trouble and hard feeling among the people; but if the power was vested in the Township Councils, they being disinterested bodies, and yet perfectly acquainted with the wants of the community, would be much more likely than those more immediately interested, to act in a way that would be for the benefit of all.

[NOTE ON THE FOREGOING.—From No. 1 of the official replies of the Chief Superintendent of Schools, published in the *Journal of Education* for February, 1852, page 26, and also in the Annual Report for 1851, page 174, it will be seen that Township Municipal Councils already possess the powers sought to be conferred upon them by Mr. Young.—Ed.]

ADDRESS FROM THE BOARD OF PUBLIC INSTRUCTION OF THE COUNTY OF KENT.

To the Rev. Egerton Ryerson, D.D., Chief Superintendent of Schools for Upper Canada.

REVEREND SIR,—It is with feelings of unmixed satisfaction that the Board of Public Instruction for the County of Kent beg to welcome you to this section of the Province.

Your unceasing efforts in the cause of education have, they feel proud to assure you, nowhere met with more general and enthusiastic approbation: and the stand you have lately taken on a subject which so vitally affects the whole system of common schools, and which they firmly trust you will carry to a successful termination, is, they feel, not the least of your claims to the gratitude of both parents and guardians.

To one in your exalted position, controlling, throughout this magnificent portion of the British Empire, a department upon which so materially depends the happiness and prosperity of its inhabitants, they are aware it would be idle to offer any further address than the humble tribute of their deep appreciation of your unwearied devotion to the cause you have undertaken; and which, under Providence, cannot but lead to the most important results.

They, therefore, in the strongest spirit of sincerity and truth, trust that you may be long spared to promote the cause of which, under you, they are the zealous supporters; and that you may enjoy health and happiness for a long series of years, and beg to subscribe themselves

Your obliged and faithful servants,

THOMAS CROSS, M.D.

Chairman B. P. I., Kent.

ALBERT PELLEW SALTER,
Secretary-on behalf of the Board.

Miscellaneous.

STEAM, AND THE STEAM-ENGINE.

The vaporous power, whose close-pent breath
Potent alike, and prompt to great or small,
Now rives the firm-set rock, now deigns to point
The needle's viewless sting; now drains the bed
Of mighty rivers, or the tide of ocean;
Now weaves the gossamer of silken robe,
Beauty's fantastic tissue, iris-tinged,
That floats with every breeze. Yes, 'twould rear
The Memphian pile, or loom the spider's web.
It sees the toiling miner, deep in earth,
Delving the adamant; yet its rage,
By mighty waters, bursting the dark mound
Of subterranean channel; stern it grasps
The rushing torrent with Charybdis force,
And binds it to obedience; yet its rage,
Softened to weakness, dares with virgin touch,
Expand the snowy fabric, bright and fragile,
That chains the ether of adventurous thought,
And scatters o'er the world ephemeral tale,
Or deepest cogitation, long to live,
Of man's immortal spirit.

Now it swells
With giant groans, while in Cyclopean cave
It rolls the glowing rocks of molten ore,
And 'midst the deafening clamour spend its fury
On massy bars, whose strength its breath has forged,
And renals them as 'twere silken thread, cut short
By maiden finger; yet, while sporting wild,
Crushing to film transparent the huge mass
That dared its might, it deigns to check its wrath,
To fondle with the gem, whose glossy cheek
Touched by its hand, puts off its rugged scale,
And blushes into beauty.

Now, in pride,
It rolls o'er boiling seas the rapid bark,
As on a bed of glass, with oily smoothness,
Nor fears the mountain billow, or the gust
Of adverse tempest; yet the timid maid
Calm at her wheel, unshrinking, curbs its might,
And sees it wait, a passive, crouching slave,
To do her bidding; an Aleides tamed,
And she a village Omphale, that smiles,
Decked in its spoils, to wield its giant arms,
And bend its lofty strength to spin with women.
Yoked to the rapid car, it cleaves its way
Fleeter than arrow, panting to outstrip
The slow-paced Arctic sun; yet can it curb,
Instant its volleyed course—immoveably
Reposing—or retrace its whirlwind track,
When worked to ire, it rends the craggy mountain,
Overwhelms proud cities, an Euceladus,
Raging 'neath Ætna, or Vesuvian torrent,
Entombing fair Campania, yet the infant
Plays round it smiling, fearless of the fate
Of Herculaneum, or the hapless wreck
Of long-immured Pompeii.

A BEAUTIFUL SENTIMENT.

An Irish schoolmaster, who, while poor himself, had given gratuitous instruction to certain poor children, when increased in worldly goods began to complain of the service, and said to his wife he could not afford to give it any longer for nothing—she replied:

“Oh! James, don't say the like of that—a poor scholar never came into the house that I didn't feel as if he brought fresh air from heaven with him—I never miss the bit I give them, my heart warms to the soft homely sound of their feet on the floor, and the door almost opens of itself to let them in.”

A sentiment so beautiful could not help to express itself beautifully. The prosperity which contracted his heart enlarged hers. Her love was moved by it; it turned her sorrow into joy.

EXAMINATIONS OF THE NORMAL AND MODEL SCHOOLS.

(Reported by Mr. Ure.)

The public examination of the Normal School took place on the 14th inst., in the theatre of the building, commencing at half-past nine o'clock. The audience was large and respectable, and exhibited great interest in the proceedings. At the close of the examination, the class sung several pieces of music very well, conducted by their teacher, Mr. Tupper.

At the conclusion of the examination, the Chief Superintendent of Schools, in addressing the audience, remarked that the object of the Normal School was to train teachers for the management and instruction of the Common Schools of Upper Canada. It is not merely to teach the subjects which are ordinarily taught in Common Schools. It is assumed that the various candidates that make application for admission are already well acquainted with the subjects ordinarily taught in Common Schools, and most of those who have attended this Institution have heretofore been school teachers, and possessed of the ordinary qualifications and certificates required by law for that purpose. They have, therefore, by their previous occupation, given very strong proof of their desire to pursue that profession by coming to this Institution in order to be better qualified for its prosecution. The object of the Model Schools is to exhibit in them the system of instruction pursued in the Normal School, and intended to be pursued throughout the country, so that no person is admitted here without an engagement that he or she shall pursue the profession of a teacher. The engagement entered into was similar to that required by the Normal School in the State of New York. It had there been tried for eight years, and had been found to answer the purpose well. At the commencement of the school four years ago, there were 71 applications for the first session and 63 admissions; the following session there were 140 applications, and 125 admissions; in 1849, there were 123 applications, and 108 admissions; in the winter session of 1849, there were 131 applications, and 111 admissions; in 1850, there were 160 applications, and 135 admissions; and in the following session, the period of instruction was extended from five to nine months, but the experiment was not found to be successful. In that session the applications were 180, and the admissions 76; in the following session the applications were 93, and the admissions 80. They then returned to the former system, and in 1852 the applications were 123, and the admissions 101. Last session, on the removal to the new premises, and notwithstanding they labored under disadvantages for a month or two, the applications made were 162, and the admissions 144. The entire number of applications since the commencement, during the last four years, had been 1102, and the number of admissions 943; so that the whole number which has been taught in the Normal Schools is 943, or upwards of 200 a year. The total number of admissions to the New York State School, since its commencement, eight years ago, had been 3230. The Doctor then referred to the examination which had taken place, and to the very excellent specimens of linear drawing hanging on the walls. The pupils had been taught in this art, he said, by Mr. Hind, jun., a young gentleman who has done great credit to himself and to the Institution during his connection with it. In reference to the examination in music, he would say that the teacher had left it to his option whether the pupils should be examined in the principles of music, or sing a few pieces. He considered that the singing would be more relished by the audience. He then referred to the great object aimed at in their teaching, and the happy influences which it had not only upon the pupils but upon the teachers themselves, inducing the most ardent affection amongst them all, and he trusted that the same happy feelings would go from this Institution to the schools throughout the country, so that the schools may be conducted with feelings of affection, as well as in the strictest principles of virtue. The Government and Legislature had evinced every disposition to advance the interests of education, and had in no instance been niggard in their support of this Institution. (Applause.)

The Hon. the Chief Justice of Upper Canada then came forward to deliver His Excellency's Prizes, which consisted of two large piles of books. He said he was sure the books which he had now the honor and pleasure to distribute, had been selected with sound and enlightened judgment, and they would be both highly valuable and interesting to them. The candidates would have very great pleasure in receiving them, as they were presented by His Excellency the Governor-General, and their value was enhanced by the fact that they had earned them, and in a manner that had earned for themselves an honorable reputation. What was even more valuable than the prizes was the fact that, they had been laying a sure foundation for laudable exertion in every pursuit in after life. It was quite evident from the list placed in his hands that the competition had been very keen, and that having been more successful than their companions, it was an evidence that they had the advantage of being induced by Providence with good memories, sound judgment, and quick apprehension, involving a great responsibility upon themselves for the manner in which they use these

blessings, for to whom much is given from them also much shall be required. He said it was impossible that any one could witness the great exertions made by the Provincial Legislature in promoting education in the Common Schools of this country, without being sensible in how very great a degree the general character of the population of this country must be improved, the general intelligence and civilization of the whole community promoted, and in the same proportion their happiness and well-being increased. He could not forbear expressing his testimony on every recurring opportunity to the incessant exertions which the worthy Chief Superintendent has from the first given to the promotion of the success of this Institution so as to make it answer the great objects which were had in view in its establishment. His lordship referred briefly to the excellent building which had been provided for the Normal School, which he considered would very much conduce to the maintenance of the discipline of the Schools. He then delivered the prizes to the young gentlemen.

Master Charlton said that, as long as one of these books remained in his library, it would serve to convince him of his obligations to Canada, and more particularly to the Normal School.

Master Rathwell bowed assent.

Dr. Ryerson then read the report of the examiners. They had been ably assisted by Professor Croft and Professor Buckland in the examination, and in the awarding of the prizes. The report stated that the examiners had carefully examined all the written answers, and had found three of the candidates perfectly equal, and that they had been obliged to put another question, in order to decide the contest. The following was the order in which they stood on the list:—

1.	Benjamin Charlton, from the County of Brant....	183
2.	Samuel Rathwell " " " " Carleton..	182
3.	John Simmons	131
4.	John G. Malcolm	129
5.	William Vardon	123
6.	Anna Fleming	110
7.	W. Warren Trull	107
8.	Elizabeth Robinson	99
9.	John Campbell	74

Value of the Questions 180

The Rev. Mr. Lillie concluded the proceedings with the benediction. Benjamin Charlton is a native of Upper Canada, and is 18½ years of age. Samuel Rathwell is also a native of Upper Canada, and is 27 years of age. Both attended during the previous session of the Normal School.

CLOSE OF THE EXAMINATION.

The examination of the Model School came to a close on Saturday. The greatest interest was manifested by the citizens both on Friday, during the examination of the girls, and on Saturday, during the examination of the boys. On Saturday afternoon, Principal Barron, of the Upper Canada College, conducted for a short time the examination in Mathematics, and expressed his utmost satisfaction in the ability and intelligence of the youths. The whole of the classes having been examined, the boys then sang several pieces, very spiritedly and well conducted by their teacher, Mr. Tupper, and concluded with the Queen's anthem, during the singing of which the whole assembly stood up.

Dr. Ryerson said, before proceeding to the play ground to the gymnastic exercises, he wished to state that with the earnest and urgent entreaty of his associates, Mr. Sangster had taken upon himself the head-mastership of the new central school in Hamilton, and they had to express their deep regret that the bonds of affection which had so long existed were now to be severed. But they were willing to deny themselves the pleasure of his fellowship that the advantage of their system of teaching might be more widely extended, and had urged upon him the acceptance of the situation in Hamilton. These remarks would explain the ceremony that was to take place.

Several of the more advanced of the pupils then stood up in front and one of them read the following:

ADDRESS.

To John H. Sangster, Esq.

DEAR SIR,—As we understand you are about to remove from Toronto, and that your connection with us now terminates—you to enter on what we hope will be a more influential and extended sphere of labor, and we, consequently, to lose the valuable instruction with which you have from time to time favored us—we deem the present a fitting opportunity for expressing to you the esteem and regard we entertain towards you. We rejoice at your elevation to the situation upon which you have just entered, and we sincerely trust it will prove agreeable, honorable, and profitable to you. While these sentiments find a ready response in our breasts, we must express our regret that you cannot enjoy that reward of your diligence and zeal in the cause of education without its severing those bonds of affection which have so long existed between us.

We should be denying ourselves a great pleasure, did we allow the present opportunity to pass without tendering to you our grateful acknowledgments for the unwearied diligence and earnestness with which you have discharged the arduous duties of your profession, and we would hope that your future labors in connection with the rising generation, wherever you may be, will be fully appreciated.

To recal the scenes of past years affords us much gratification, as it brings to our minds many events of a pleasant character in connection with you, as one of our teachers.

We hope the recollections of the past will always be a source of enjoyment to you, and that your grateful pupils here and elsewhere will feel that inextinguishable community of sentiment and feeling, unaltered by time or distance, to which we would on the present occasion attempt to give utterance.

This trifling testimonial of our esteem and regard we beg you to accept, hoping that, though its intrinsic value be small, it will afford you pleasure in after years, by the reflection that your untiring exertions have not been wholly unappreciated by your affectionate pupils.

In conclusion, we offer you our united thanks for the kind interest you have ever manifested in our welfare—we wish you success and prosperity in every situation and circumstance of life—we commend you to the confidence and respect of all whose privilege it may be to listen to your instructions—and we feel assured that as your pupils here and in other parts of our beloved country advance in life, they will remember with gratitude, as we remember now, the pleasing manner in which you have blended entertainment with instruction.

H. ROGERS, A. RICHARDSON, W. FAHEY,
A. KENNEDY, J. GRAHAM, T. DAVIDSON,
R. KEOWN, *Committee.*

Model School, Toronto, 16th April, 1853.

One of the boys then handed Mr. Sangster a very handsome silver watch and guard chain, and gold key.

Mr. Sangster made a very happy reply, which we give nearly verbatim.

MY DEAR BOYS,—This unexpected proof of your attachment and love has taken me by surprise, and has so moved me, that I can scarcely command myself sufficiently to answer you. In receiving this beautiful token of your regard, and in listening to the expression of your affectionate sentiments of esteem, my breast has been filled with very conflicting emotions. On the one hand it affords me the most unbounded gratification and pleasure to reflect that although it has frequently been my imperative but unenviable duty to enforce discipline, and consequently to inflict some degree of chastisement, and although in moments of haste or of irritation, I may have given utterance to harsh and impatient expressions, as foreign to my own feelings as they must have been disagreeable to yours, I still retain your confidence and love, which believe me, I shall ever prize most highly. On the other hand, it is with extreme grief and reluctance that I am compelled to acknowledge to myself the near approach of the time when I am to remove from among you, perhaps for ever. I have always contemplated the bare possibility of this event with much pain, but latterly its certainty has become hour by hour still more intensely painful. We have been connected together for a period of more than four years, and many pleasing recollections arise in reviewing the past. We now separate—you to enjoy your vacation, and afterwards to return again to prosecute your studies under the guidance and superintendence of your able and talented teachers; and I go among new faces and new dispositions, to enter into a new field of labour, and to undertake new duties and new responsibilities. Upon your return you will doubtless miss one familiar face, but how many familiar faces shall I miss; you will have parted with one friend, but with how many friends shall I have parted; how long shall I have to labor in my new school before the faces that day by day assemble around me recall so many agreeable and delightful associations. How improbable that I shall ever again be connected with a class of boys at once so diligent, so obedient, so intelligent, and so affectionate. I feel convinced that many of you will yet occupy offices of trust and responsibility, for, in this our beloved and noble country, where the only passports to power are virtue and knowledge, and where the highest offices are within the reach of the humblest individual, there is no station so exalted that you may not aspire to fill it; there is nothing that you may not accomplish by integrity, united with persevering industry and talent, combined with energy. Remember that every beat of this valuable watch, shortens the time allotted to us for improvement and for preparation for that more blessed state where our existence will cease to be measured by moments. Therefore, my dear boys, *strive earnestly* to improve every moment and humbly pray that your moral culture may keep pace with your intellectual attainments, that as your minds become illuminated with the light of substantial knowledge your hearts may become enlightened by grace. My earnest prayer to Almighty God is, that you may all cheerfully, and honorably, and well, fulfil the various duties and obligations that may devolve upon you in after life, and that you may pass unscathed and untouched through the many snares and temptations that beset the slippery path of youth. This watch shall be one of the most valued and precious of my earthly possessions,

and in after years whether near to, or far from, the scene of this day's proceedings, when I look upon it the events of bygone days shall be recalled to my memory, and in its face I shall see reflected the faces of those I now behold before me, and whom I love and shall continue to love as younger brothers. (Great applause.)

This reply was delivered with great feeling and caused considerable sensation in the large assembly, and many eyes were moistened at the pathetic scene. Mr. Sangster himself was much affected.

Dr. Ryerson rose and said, that he could not allow the present opportunity to pass without one remark, in justice to an able and invaluable teacher. Mr. Sangster came to this place several years ago quite a lad not a great deal older than some of the boys in the class; but the superiority of talent he evinced, and the rapid progress which he made pointed him out as a lad of great promise, and we watched with interest his attention and zeal, and the hopes they inspired have not been betrayed. By the warm recommendation of the Head Master of the Normal School, he (Dr. R.) was requested to submit his name with that of Mr. McCallum to take charge of the Model School. During the last year he had been employed also in the Normal School as one of the instructors of teachers, and in that relation he has evinced the same enlightened industry and talent, and facility of instruction which he has uniformly displayed in the Model School. He had no doubt in his own mind of his giving satisfaction, and he had no doubt that his labours and his energy and his intelligence will be appreciated in Hamilton. It will be no very easy thing to supply his place here. While therefore we part with him with the deepest regret, we do wish that our system of instruction may be more widely extended—that it may extend from this as its common centre until it reaches the circumference of the Province. He was sure the assembly would unite with him in his earnest wishes, and in his sincere prayers for Mr. Sangster's success and prosperity. These feelings of affection for him were not confined to the pupils or to the teachers of the Institution, they are shared in alike by some of the most distinguished private families in Toronto. He would himself be deeply interested in his success, and would make many a journey to Hamilton to see him in his new sphere of labour. May the God of all grace defend, establish, prosper him.—(Great applause.)

The assembly then went to the play ground, and the pupils having gone through a variety of gymnastic exercises, the proceedings terminated about five o'clock.

OPINIONS OF THE PRESS.

THE NEW SCHOOL ACT.

[From the *Chatham Western Planet*.]

We have much reason, on an attentive perusal, to be pleased with many of its provisions, as they will have the effect of remedying some of the deficiencies existing under the Act 13 & 14 Vict., chap. 48. As those imperfections were presented from time to time to the Chief Superintendent by Trustees and Local Superintendents, we can trace the hand of Dr. Ryerson in the framing of this Act, whose suggestions and views are here embodied; and which the Legislature very wisely endeavoured to meet as far as possible. If there is any good quality in the present Government, to which we can accord our most unqualified approval, it is the earnest and sincere desire they have always evinced, to administer to the educational wants of the people—to establish a national system of Common Schools, on the broadest and most liberal basis, more amply endowed than in many countries, which number treble the population and revenue. If education therefore does not keep pace with the Legislative attention and care bestowed upon it, it arises from causes over which no Government or Parliament can exercise any control, but which are inseparable from our peculiar local circumstances—a sparse population, and as a consequence inefficient schools. It is satisfactory, however, to know, that time will remedy this, and that many of the obstacles which now impede the general adoption of an elevated standard of intellectual instruction will imperceptibly yield before the increase of population and the onward march of improvement. The great difficulty of adopting a School Bill to meet the wants of thinly populated sections of the country is one reason why no law that has ever yet been passed for the establishment and maintenance of national education has been decidedly popular. However wisely framed or judiciously carried out, it fails to fulfil the object intended; and hence it is either condemned *in toto* by parties who consider themselves aggrieved under its provisions, or alterations are demanded so as to bring them more immediately within the sphere of its operation. This was the case with the Act which the present is intended to remedy. One decided grievance was sanctioned by it, namely, the power given to trustees to assess the inhabitants of a Section, for the support of a school, while they (the trustees) were careless and neglectful of their duties, failed to comply with the law, and

allowed the efficiency of the school to be impaired in consequence. The 2nd clause of this Act stringently provides against this. Each school must be supplied with a *Register* and *Visitors'* book, both of which are essential to the success of education in every school section. In almost every school the writer has visited, he has found the *Register* kept on a slip of paper, and in such a careless, confused manner, that no person, except the teacher, can make out the annual report. In one instance the trustees found it impossible to render the report, in consequence of the teacher having left the country, and the section forfeited the last instalment of that year, and the whole of next year's appropriation in consequence. The remissness of trustees in handing in the reports at a proper time to allow the Superintendent to forward his abstract to the Office of Education, within the period fixed by law, called for some compulsory enactment to obviate it. The 4th clause of the same section wisely provides against this in future. The 3rd gives the inhabitants a control over trustees, and will, no doubt, have a salutary effect in stimulating them to an active and efficient performance of their duties, by making them personally responsible for all monies lost to the section in consequence of their own neglect.

The 5th section has modified many of the provisions of the former Act in reference to the office of Local Superintendent. The duties were such, as no person could fulfil, with the small amount of salary voted by Municipalities, seldom in any instance exceeding the minimum allowed by law. It has, therefore, reduced the quarterly visits to half-yearly, which are sufficient for all purposes, and if properly performed, will allow the Superintendent ample opportunity of ascertaining the state of the school, the progress of the pupils, and the diligence of the teachers; as also of offering whatever advice and suggestions he may deem necessary.

This section also judiciously provides against the appointment of school teachers to the office of Superintendent. Instances of such appointments have come under our own observation, and though there was no express provision against them, yet we could not but look upon them as a decided violation of the spirit of the School Law. The very nature of the appointment carries with it its own condemnation and absurdity. It gives a man a seat at a board from which he has to receive his own qualification, and therefore he is constituted his own examiner. It elevates an equal to a superior, by making the teacher the Superintendent of teachers, and it thus excites jealousy and distrust, where it ought to inspire confidence and good feeling, and commensurate benefit both to the teacher and taught. But again a person who has much difficulty to attain a third class certificate is frequently appointed a Superintendent, whose duty is to examine teachers for a first class, which requires an accurate knowledge of many of the sciences, and to visit and ascertain the state of education in schools, conducted by men of this high standard of qualification.

The 7th clause of this section has also remedied a most serious inconvenience to teachers and people under the late Act. The Board of Public Instruction is required to meet only once every quarter for the examination of teachers; and no teacher can be engaged in a school without having first received a legal qualification. Hence those who failed to present themselves at the last meeting had to remain unemployed till the next, which kept many schools closed that would otherwise have been in active operation. Now, however, the Superintendent can give a certificate to enable the teacher to pursue his duties till the next sitting of the Board, when it will be ratified.

Such are the principal provisions made to modify and extend the present School Law; and we have no doubt they will prove generally satisfactory. We are rejoiced to see that the Sectarian clause remains as it was. And we most ardently desire that no representations, no remonstrances nor persuasions will induce the Legislature when this Bill again comes under its consideration, to allow the educational interests of this country to be sacrificed on the altar of religious prejudice or sectarian exclusiveness. We hope never to see the day when a Canadian Parliament will sanction the appropriation of money to substitute the teaching of the dogmas of this or that church in our Common Schools for secular instruction. We wish still to witness the school master and pastor, two distinct beings, each sedulously pursuing their own duties and keeping distinctly in their own separate spheres.

DR. RYERSON'S SCHOOL REPORT.

[From the *Quebec Gazette*.]

The general arrangement of this Report is not only natural, but most complete in all its parts. We are free to confess that we experience great pleasure in handling a Report of this description. There is a tangibility about it that must rivet the attention of the most casual reader, and impress on his mind that the writer is capable not only of rising into the higher regions of thought, and embodying his conceptions in the choicest expressions, but that he is fully sensible of the importance of his highly responsible office, and a decided enthusiast in the cause of education—a cause the least likely to excite enthusiasm in the breasts of this money-making and money-loving generation. It were well did all our legislators and public men possess half the amount of energy and zeal in promoting and forwarding that which he is so

laboriously, and, we may add, successfully, engaged in. A great deal has already been done in Canada West, but the inhabitants are merely on the threshold, they have scarcely got one foot over into the vestibule which they must undoubtedly pass through before they are permitted to enter the banquetting chamber, and participate of the rich repast that is preparing for them. Or, to use another figure, education in Canada West, at the present time, is like a child freed from its swaddling band in which ignorance and prejudice had bound it for so many years; but if the child, when thus free, is so very fair in its proportions, what will it not become when it has grown to maturity? We trust that the kind hand who has hitherto watched over it with so much care in its infancy, will be spared to do so through its various stages, till it reaches its full growth, and stands forth in all its gracefulness and beauty, before a contented, a happy, and a thankful community. We venture to predict that generations yet unborn in Canada will bless the name of Dr. Ryerson, and that it will be associated with the names of Bell and Lancaster, and handed down to the latest posterity.

The Report is divided into two distinct heads, besides the Appendices, making in all a volume of 224 pages. To each of these, in their order, we would now direct the attention of our readers, fully persuaded that by so doing they will be put in possession of a certain amount of knowledge, of which they are partially ignorant, and, at the same time, they will be able to form a correct opinion of the efficiency of that scholastic system which is destined, at no very remote period, to bless Upper Canada, and to compare it with the system at present in operation amongst ourselves in this lower part of the Province, with a view to the amelioration of the latter. The first part consists of thirteen chapters or sections. The title of the first of these is "Extracts from the Reports of Local Superintendents of Schools," and is of the most interesting description. The Chief Superintendent, after stating that the appointment of "Township Superintendents" instead of County or Circuit Superintendents, is of "*questionable efficiency*," goes on to say—"There is, nevertheless, in the method of reporting by townships, something peculiarly practical and interesting. The most extensive and minute analysis of the public mind on the great problem of the age is thus presented, and the largest induction of facts is obtained. Township after township rises up before you in its own distinct features, its defects, its wants, its struggles, its failures, its successes, its progress—and then may the features common to all, or the greater number, be contemplated, and the general results inferred." "These extracts" (from the Township Superintendents, &c.), no less than 128 of them being inserted in the Appendix of the Report) "cannot fail to be read with deep interest. They are a mirror in which is reflected the educational condition of the country; and while much will be seen to humble, to mortify, to grieve—there will also be found in action—and often in vigorous action—the essential elements of a country's sure and rapid advancement, and an organization to the results of which limits cannot be easily assigned." Did our space allow, we should insert the whole of the paragraph which follows the one we have already noticed—but this is impossible. Our readers must, therefore, be content with one extract. It is to the point, and we like it. It is truthful, and is expressed in language not only strong, but at the same time possessed of great elegance.

In speaking of the abandonment of the Free School System in some of the school sections, the Chief Superintendent says—"In searching for the causes of failure in the instances mentioned, they will be found not in the system itself, but in one or more of the facts that the free school has been brought into operation either when the school-house has been unfit or too small to accommodate all the children of the school section, or the teacher has been incompetent to teach them, or the combination of ignorance, prejudice and selfishness in the section has proved more powerful than the desire and efforts for universal knowledge. In the contests of light with darkness, of liberty with despotism, of the interests of childhood with the selfishness of manhood, of the nobleness of a coming generation with the ignobleness of a present generation, the former may often experience a temporary defeat, weep under the sorrows of disappointment, and bleed under the infliction of wrong; but the nature of the contest waged, and the many examples of a splendid success, leave no doubt as to the ultimate issue of the general struggle."

The chapter finishes with twelve general inferences deduced "from the extracts of the Local Superintendents' Reports."

It is to be hoped that the legislature, when it meets next month, will take up this subject, and pass such a law as will compel those possessed of property to contribute for the support of schools in Canada West. The voluntary principle has been tried both there and here, and has proved a failure. Education will never progress under such a system of support. A general tax imposed by law on all is not only the most equitable, but in the long run it will be found to be the cheapest and most efficient means of raising the necessary funds for extending the blessings of education to all classes of the community. We must, however, close for the present, but shall return to this most interesting subject in a future number.



JOURNAL OF EDUCATION
Upper Canada.

TORONTO: APRIL, 1853.

NORMAL SCHOOL FOR UPPER CANADA.

The next session of the Normal School will commence on Monday, the 16th of May. All candidates are required to present themselves during the first week of the session—otherwise they cannot be admitted. Applications for admission to be addressed to the Chief Superintendent of Schools.

RECENT APPOINTMENTS IN THE NORMAL AND MODEL SCHOOLS FOR UPPER CANADA.

Since the retirement of Mr. H. Y. Hind, last autumn, from the Second Mastership of the Normal School, the duties of his department have been discharged by Mr. Sangster, and a special Lecturer in Chemistry and Natural Philosophy. On the appointment of Mr. Sangster to the Head Mastership of the Central School at Hamilton, and the settlement of the Normal and Model Schools in the new premises, some arrangements have been made. Among these, we understand that the Council of Public Instruction have conferred the appointment of Second Master upon the Rev. William Ormiston, A.B., Presbyterian Clergyman, of Clarke, County of Durham. Mr. Ormiston is a gentleman of large experience in teaching in Upper Canada, having been successively a Teacher of Common School, a Classical Tutor, a Professor of Mental and Moral Philosophy and Logic, in one of our Provincial University Colleges; in each of which positions he acquitted himself with great ability and success. Mr. Ormiston is a graduate of Victoria College; he had charge of the English Department in that Institution, and was subsequently Classical Tutor, while Dr. Ryerson was connected with it; and such was Dr. Ryerson's opinion of his abilities and qualifications as a teacher, that, on his return from Europe, in 1846, and before the establishment of the Provincial Normal School, he wished to recommend Mr. Ormiston to the Head Mastership of it; but Mr. Ormiston declined the offer, on the ground of his intending to devote himself to the clerical profession. Again, on the anticipated retirement of Mr. Hind, last year, Dr. Ryerson renewed his application to Mr. Ormiston, who, however, still hesitated to leave his position, which was, in every respect, agreeable to him, and the emoluments of which exceeded the salary offered. But on visiting the new Normal School premises, a few weeks ago, Mr. Ormiston was so impressed with the noble character of the Institution, and its vastly increased facilities for conferring the greatest good upon the country, that he expressed something like regret that he had not otherwise considered the offers which the Chief Superintendent of Schools had made to him. On learning this, Dr. Ryerson conferred again with Mr. Ormiston, on the subject, and the Council of Public Instruction have confirmed his appointment as Second Master of the Normal School.

We congratulate all parties concerned, and the public at large, on the accession to the Normal School of a man of so much energy, ability, and devotion to the cause of education, as Mr. Ormiston has always evinced.

The Officers of the Normal and Model Schools, according to the recent appointments, are as follows:—

1. Thomas J. Robertson, Esq., Head Master of the Normal School.
2. The Rev. William Ormiston, A.B., Second Master in the Normal School.
3. Mr. Archibald McCallum, Master of the Boys' and Girls' Model Schools, and Teacher of Book-keeping in the Normal School.
4. Mr. Sampson P. Robins, second Master in the Boys' Model School, Teacher of Writing in the Normal School, and Assistant in the Junior Division.
5. Mr. William Hind, Teacher of Drawing in the Normal and Model Schools.
6. Mrs. Dorcas Clarke, first Assistant in the Girls' Model School.
7. Miss Catherine Johnson, second Assistant in the Girls' Model School.
8. Mr. Elon Tupper, Teacher of Vocal Music in the Normal and Model Schools.
9. Mr. Henry Goodwin, Teacher of Gymnastics and Calisthenics in the Normal and Model Schools.

N.B.—The Masters of the Normal School are, *ex officio*, Visitors of the Model Schools,—to see that the object of that Institution for the training of Student Teachers are carried fully into effect; and that the system of instruction there is the same as that taught in the Normal School—*Colonist*.

RESOLUTIONS

PASSED AT THE COUNTY SCHOOL CONVENTIONS
LATELY HELD IN THE DIFFERENT COUNTIES
OF UPPER CANADA, BY THE CHIEF SUPERIN-
TENDENT OF SCHOOLS.

(Concluded.)

I. RESOLUTIONS RELATING TO THE EXTENSION OF THE
POWERS OF TRUSTEES IN REGARD TO DECIDING UPON
THE MANNER OF RAISING SCHOOL MONEYS.

UNITED COUNTIES OF LEEDS AND GRENVILLE.

Meeting at Brockville on the 4th of March.

ADIEL SHERWOOD, Esq., Sheriff, in the Chair; Mr. W. B. McCLEAN, Secretary.

Moved by Mr. BREAKENRIDGE, seconded by Mr. WILLIAM McCLEAN, and

“Resolved.—That it is desirable that the same power which the Trustees of Cities, Towns and Villages possess, with regard to the determining in what manner Common Schools shall be maintained, be extended to Trustees in the Townships.”

II. RESOLUTIONS IN FAVOUR OF A PROVINCIAL SYSTEM
OF FREE SCHOOLS, SUPPORTED BY COUNTY OR TOWN-
SHIP RATES, &c.

COUNTY OF ONTARIO.

Whitby, 23rd of February.

EZRA ANNIS, Esq., in the Chair.

Moved by A. FAREWELL, Esq., seconded by Rev. Mr. BARCLAY, supported by Rev. Mr. ORMISTON, and

“Resolved.—That this Meeting recognizes the principle that the wealth of a country should be chargeable with the education of the youth of that country, and looks forward with satisfaction to the time when such principle shall obtain generally in Canada, and be introduced into our school law.”

Moved by Rev. WM. ORMISTON, A. B., seconded by Rev. R.

H. THORNTON, Local Superintendent, and

"Resolved,—That in view of furthering the object contemplated in the foregoing Resolution, this Convention is of opinion that the power to determine whether the schools in any County or Township should be Free, might with propriety be vested in the Municipal authorities of such County or Township, until a Provincial enactment be passed to that effect."

Moved by Rev. Mr. ORMISTON, Local Superintendent, seconded by Rev. R. H. THORNTON, and

"Resolved,—That when a Rate-bill is imposed upon pupils in any School Section, such Rate-bill shall not exceed one shilling and threepence per month."

COUNTY OF HASTINGS.

Belleville, 26th of February.

Dr. WALTON in the Chair.

Moved by J. DENIKE, Esq., Local Superintendent, seconded by Mr. SOLOMON VERMILVEA, and

"Resolved,—That all restrictive measures in reference to the practical working of our Common Schools be rescinded, and that all our schools be free by Legislative enactment."

COUNTY OF PRINCE EDWARD.

Pictou, 28th of February.

JAMES McDONALD, Esq., Sheriff, in the Chair.

"Resolved,—That it is the opinion of this Convention, that an assessment should be levied by the County Councils for the support of Free Schools, after all such other funds as may be available for school purposes shall be exhausted."

"Resolved,—That this Convention recognises the soundness of the principle that the property of the Province should educate the youth of the Province, on the ground that the benefit derived from general education is enjoyed by the whole community; but would, at the same time, express the opinion, that if the community is thus compelled to pay for the support of schools, the law should provide for the full enjoyment of the benefit paid for, by making it compulsory on all to avail themselves of the benefits of Education."

UNITED COUNTIES OF LENNOX AND ADDINGTON.

Napanee, 1st of March.

EDWIN MALLORY, Esq., in the Chair.

Moved by Dr. AISHTON, Local Superintendent, seconded by Dr. AYLSWORTH, and

"Resolved,—That it is the opinion of this Meeting that it would be more satisfactory to have a Provincial Act, providing for the universal adoption of the Free School system, than the provisions of the present Act."

COUNTY OF FRONTENAC.

Kingston, 2nd of March.

DAVID ROBLIN, Esq., Warden, in the Chair.

Moved by THOS. KIRKPATRICK, Esq., seconded by J. BURROWS, Esq., and

"Resolved,—That the Free School system be adopted by the Legislature."

UNITED COUNTIES OF LEEDS AND GRENVILLE.

Brockville, 4th of March.

Moved by THOS. VANSTON, Esq., Local Superintendent, seconded by Mr. NIBLOCK, and

"Resolved,—That all the Common Schools be made free, by Legislative enactment."

UNITED COUNTIES OF LANARK AND RENFREW.

Perth, 5th of March.

J. G. MALLOCH, Esq., in the Chair.

"Resolved,—That it is the sense of this Convention that the Provincial Parliament ought to make provision, by law, for a universal system of free education."

COUNTY OF CARLETON.

Bytown, 8th of March.

W. F. POWELL, Esq., Warden, in the Chair.

Moved by the Rev. W. LOCHEAD, Local Superintendent, seconded by the Rev. N. F. ENGLISH, and

"Resolved,—That in the opinion of this Meeting it is desirable that a Legislative enactment be passed for the general adoption of Free Schools."

COUNTY OF DUNDAS.

Matilda, 10th of March.

JACOB BROUSE, Esq., Warden of the County, in the Chair.

Moved by the Rev. A. DICK, (Secretary to the Meeting,) seconded by J. S. ROSS, Esq., and

"Resolved, 1st,—That we recognise the Free School system of education as being the one best adapted to the genius of our institutions and the wants of our country."

Moved by the Rev. ALEX. DICK, seconded by JOHN DORAN, Esq., and

"Resolved, 2nd,—That for the better working of our School system it is desirable that a law be passed at the present Session of our Provincial Parliament, by which, in a manner that shall be equitable and just, all the Common Schools shall be made free."

"Resolved, 3rd,—That inasmuch as education generally diffused is indispensable to the security of property, true national prosperity and greatness, we, therefore, regard a property tax for the support of Free Schools as equitable and just."

"Resolved, 4th,—That taxes imposed for the support of Schools will ever yield a greater return in the prosperity and security of a nation than those which are levied for the building of fortifications and navies, and the support of armies."

"Resolved, 5th,—That this Meeting anxiously anticipates the day when the Clergy Reserves shall be made available for the purposes of education."

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

L'Orignal, 15th of March.

C. JOHNSON, Esq., ex-Warden of the County, in the Chair.

"Resolved,—That the present School Law be so altered as to make the system of free schools general."

III. RESOLUTIONS RELATING TO THE ESTABLISHMENT OF PUBLIC LIBRARIES.

COUNTY OF ONTARIO.

Whitby, 23rd of February.

Moved by Rev. Mr. THORNTON, seconded by ROBT. CAMPBELL, Esq., and

"Resolved,—That whereas it is essential to provide mental food for the youth of our country, it is the opinion of this Convention that measures should be forthwith adopted to secure this, by the establishment in each Township of School Libraries:

"That the several Township Municipalities shall raise for Public Libraries, say £50 or £100, which will secure the Government appropriation:

"That it shall be part of the duty of the Town Clerk to take charge of the Books, which shall be classed into as many divisions as there are School Sections, which Sections shall obtain their supply once per quarter, according to such rotations as shall secure the whole in turn."

UNITED COUNTIES OF NORTHUMBERLAND AND DURHAM.

Cobourg, 25th of February.

Moved by Rev. WM. ORMISTON, seconded by Dr. BEATTY, and

"Resolved,—That it is the opinion of this Convention that the most practicable plan of rendering available the Legislative provision for Public Libraries, is the establishment of Township Libraries, under the authority and management of Township Municipalities, with the School Teachers of such Townships and Towns."

COUNTY OF HASTINGS.

Belleville, 26th of February.

Moved by J. J. FARLEY, Esq., seconded by ROBERT BIRD, Esq., and

"Resolved,—That this Meeting considers Township Libraries preferable to County or School Section Libraries."

COUNTY OF PRINCE EDWARD.

Picton, 28th of February.

"Resolved,—That in the opinion of this Convention the establishment of Township Libraries will better promote the objects proposed by the formation of Public Libraries, than the establishment either of County or School Section Libraries."

UNITED COUNTIES OF LENOX AND ADDINGTON.

Napanee, 1st of March.

Moved by Dr. AIGHTON, seconded by Dr. AYLSWORTH, and

"Resolved,—That this Convention approve of the establishment of Township Libraries."

COUNTY OF FRONTENAC.

Kingston, 2nd of March.

Moved by THOS. KIRKPATRICK, Esq., seconded by J. B. MARKS, Esq., ex-Warden, and

"Resolved,—That in the opinion of this Convention the establishment of County Libraries, embracing Scientific Works and Works of Reference, and also Township Libraries, are desirable."

UNITED COUNTIES OF LEEDS AND GRENVILLE.

Brockville, 4th of March.

Moved by Mr. MCCARTHY, seconded by Mr. DOWLING, and

"Resolved,—That this Meeting are of opinion that the cause of Education would be best advanced by the establishment of Township Libraries."

UNITED COUNTIES OF LANARK AND RENFREW.

Perth, 5th of March.

"Resolved,—That it is the sense of this Convention that Township Libraries should be established, as being the best fitted to promote the object of diffusing information among the people."

COUNTY OF CARLETON.

Bytown, 8th of March.

Moved by H. J. FRIEL, Esq., seconded by PETER TOMPKINS, Esq., and

"Resolved,—That in the opinion of this Meeting Township, Town, and Village Libraries are desirable."

COUNTY OF DUNDAS.

Matilda, 10th of March.

Moved by P. CARMAN, Esq., seconded by Dr. A. WORTHINGTON, and

"Resolved,—That Township Libraries are best suited to our present wants."

UNITED COUNTIES OF STORMONT AND GLENGARRY.

Cornwall, 12th of March.

Moved by the Rev. H. PATTON, seconded by Mr. KAY, and unanimously

"Resolved,—That it is the sense of this Meeting that it would be desirable to establish Public Libraries in every County. That these might be established on the principle of a combination of the systems of County, Township, and School Section Libraries—the County Libraries to contain merely large and expensive works, such as Encyclopædias for reference, &c.—the Township Libraries to consist of a general selection from the List, and to be established on the circulating or perambulatory system among the several School Sections."

UNITED COUNTIES OF PRESCOTT AND RUSSELL.

L'Orignal, 15th of March.

"Resolved,—That it is the sense of this Convention that Town-

ship Libraries should be established, as being the best fitted to promote the diffusion of useful information among the people; but with the power of dividing and circulating the books among the different School Sections of the Township."

IV. MISCELLANEOUS RESOLUTIONS.

Cobourg, 25th of February.—Moved by Rev. W. ORMISTON, A. B., seconded by Rev. Mr. HORNE, Local Superintendent, and

"Resolved,—That this Meeting greatly deprecates the possibility of our present School system being overturned by the establishment of Separate Schools, and would rejoice at the adoption of any measure which would ultimately tend to render the Common Schools of our country at once national, unsectarian, and free."

Matilda, 10th of March.—"Resolved,—That this Meeting regrets that a clause in the School Act should have been admitted to encourage or tolerate any division of Schools, predicated on principles having a sectarian tendency: That as an amendment to the School Act has been promised, this Meeting do earnestly pray that the attention and wisdom of the Government may be exercised in this great and important cause—that an Act may be passed by the Legislature to establish a General System of Education, based on principles totally free from any sectarian influence."

Whitby, 23rd of February.—Moved by Rev. Mr. THORNTON, seconded by ABNER HURD, Esq., and unanimously

"Resolved,—That the thanks of this Meeting be cordially tendered to the Rev. Dr. Ryerson, for the courteous manner in which he has replied to the various questions propounded; as also for the valuable information which he has offered on the different subjects under consideration."

Cobourg, 25th of February.—Moved by Dr. BEATTY, seconded by the Rev. Mr. HORNE, and unanimously

"Resolved,—That the thanks of this Meeting are hereby presented to the Rev. Dr. Ryerson, for the able exposition he has given of the points of the School Law which have come under discussion; and also for the very great trouble he has taken in his preparatory measure for the establishment of Public School Libraries, with its cordial approval of the same."

Belleville, 26th of February.—Moved by B. F. DAVY, Esq., seconded by C. O. BENSON, Esq., and unanimously

"Resolved,—That this Meeting cordially unite in offering to Dr. Ryerson, Chief Superintendent of Common Schools in Upper Canada, their thanks for the very lucid and highly gratifying address this day delivered by him upon the subject of Common Schools and Popular Education—and for the display of his enlightened views as to the introduction of Public Libraries in connection with the School system."

Picton, 1st of March.—"Resolved,—That the cordial thanks of this Convention be presented to the Rev. Dr. Ryerson, for his attendance on this occasion, and the valuable information and advice given by him; and that it is the unanimous hope of this Convention that his valuable and efficient exertions as Chief Superintendent of Schools may long be enjoyed by this Province, which has already received from them so much substantial benefit."

Napanee, 1st of March.—Moved by Dr. AIGHTON, seconded by the Rev. G. D. GREENLEAF, and unanimously Resolved by a standing vote—

"That the cordial thanks of this Meeting be presented to the Rev. Dr. Ryerson, for his attendance and valuable services rendered on this occasion, as well as for his deep interest in, and the untiring efforts put forth, for the education of the youth of our Province."

Kingston, 2nd of March.—Moved by R. S. HENDERSON, Esq., Local Superintendent, seconded by ROBT. STEWART, Esq., M. D., and unanimously

"Resolved,—That the thanks of this Convention be given to the Rev. Dr. Ryerson, for his able and lucid exposition of the School Law; for his prompt and satisfactory answers to the

various questions propounded to him—and for his assiduous and unwearied efforts to promote the educational interests of the country; and that this Convention has full confidence in his ability and in his patriotism.”

Brockville, 4th of March.—Moved by JOHN CRAWFORD, Esq., Mayor of the Town, seconded by WM. MATTHE, Esq., and unanimously

“*Resolved*,—That the persons composing this Meeting having listened with much satisfaction to the lucid explanations given by the Rev. Dr. Ryerson, the Chief Superintendent of Education for Upper Canada, on the all-important subject of Education, tender to the Rev. Dr. the thanks of this Meeting for the present manifestation of the deep interest which he takes in the education of the youth of Canada—as well as for his untiring efforts in times past to encourage and promote this good cause.”

Bytown, 5th of March.—Moved by Judge ARMSTRONG, seconded by DANIEL O’CONNOR, Esq., and unanimously

“*Resolved*,—That the thanks of this Meeting be given to the Rev. Dr. Ryerson, for his able and interesting address, and for the untiring zeal in the cause of Popular Education with which he discharges the duties of his important office.”

Matilda, 10th of March.—Moved by WM. ELLIOTT, Esq., seconded by GEORGE BROUSE, Esq., and unanimously

“*Resolved*,—That this Meeting highly approves of the course pursued by the Chief Superintendent of Schools, and the efficient manner in which he has discharged his arduous duties—as also his able and patriotic defence of the cause of a liberal, enlightened, and practical system of education.”

Cornwall, 12th of March.—Moved by Dr. ARCHIBALD, seconded by the Rev. Mr. CLARKE, and unanimously

“*Resolved*,—That the persons attending this Meeting have listened with much pleasure to the very lucid explanations made by the Rev. Dr. Ryerson upon our educational system, as well as upon the subject of education in general, and tender to the Rev. Dr. their thanks for the unwearied efforts he is making for the advancement of the education of the rising generation in this Province.”

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[Reported by Mr. Ure.]

PRESENTATION OF PLATE TO THE REV. DR. RYERSON.

On Friday afternoon, the 1st instant, at four o’clock, an interesting scene was presented in the theatre of the Normal School. The gentlemen connected with that Institution and with the Education Office had resolved to present a service of plate to the Chief Superintendent, the Rev. Dr. Ryerson, as a testimonial of their affection and esteem, and the splendid theatre was filled with happy countenances to witness the pleasing ceremony. On the platform were the Members of the Council of Public Instruction; in the area were the teachers and officers of the Institution, with the students of the Normal School and a numerous company of friends; and the gallery was filled by the pupils of the Model School.

The testimonial consisted of a very handsome Tea Service, of eight pieces, on which were the following inscription:

INSCRIPTION ON THE FIRST SALVER.

This Salver and accompanying Tea Service
Presented to

THE REVEREND EGERTON RYERSON, D. D.,
Chief Superintendent of Schools for Upper Canada,

By the
Officers connected with the Department of Public Instruction, as a
TRIBUTE

Of their affectionate esteem, and of their high appreciation of his unceasing efforts to promote popular education in this Province.

Toronto, April, 1853.

The initial letter “R.” is also engraved upon the shield-shaped pattern on each piece of the Tea Service.

INSCRIPTION ON THE SECOND SALVER.

Presented to

THE REVEREND EGERTON RYERSON, D. D.,
Chief Superintendent of Schools for Upper Canada, by

THOS. J. ROBERTSON, H. M.,
A. McCALLUM,
J. SANGSTER,
S. P. ROBINS,
WM. HIND,
D. CLARK,
C. JOHNSON,

*Officers of the Normal and Model
Schools, Upper Canada.*

J. GEORGE HODGINS,
THOMAS HODGINS,
A. J. WILLIAMSON,
*Connected with the Education
Office, Upper Canada.*

The Chief Superintendent having been conducted to the platform with the members of Council, T. J. Robertson, Esq., in the name of his associates, presented the following

ADDRESS.

To the Reverend EGERTON RYERSON, D. D., *Chief Superintendent of Schools for Upper Canada, &c. &c.*, from the Officers connected with the Department of Public Instruction.

REVEREND SIR,—The circumstance of your return from your late onerous and successful labours in the public service affords us an opportunity, of which we gladly avail ourselves, of manifesting in strong terms the feelings of respectful esteem and regard which we entertain towards you. As Officers connected with the Department of Public Instruction, to whom all its workings must be familiar, we offer you this expression of our admiration for the ability and energy you have displayed in the management of that department; an ability acknowledged by individuals of all shades of opinions, and of which the present magnificent structure will long remain a monument.

The present state of popular education in Canada, which contrasts so favourably with its condition in other countries, is mainly attributable, under the Divine blessing, to your exertions; the very building in which we are now assembled owes its existence to your unwearied advocacy of the cause of public enlightenment, aided by the valuable co-operation of the Council of Public Instruction, and supported by the sagacious policy which allocated, for that purpose, a generous grant from the public funds. It is universally acknowledged to be one of the most elegant and convenient on this continent; and now that so satisfactory a result has attended your labours in promoting its erection, we cannot forbear congratulating you on their successful issue.

Trusting that the Institution has assumed a still more favourable position in public estimation during this session of the Normal and Model Schools—the first since these buildings were appropriated to their legitimate objects—and viewing this circumstance as an omen of future success under your guidance, equally kind, courteous and judicious, we conceive the present time to be peculiarly favourable to the expression of our sentiments; and while we cannot pass over in silence your public labours in the great cause in which we are all engaged, we respectfully request your acceptance of the accompanying tribute of our personal regard, which we offer with the warmest and most sincere wishes for your health, prosperity, and happiness.

(Signed)

THOMAS J. ROBERTSON,
Head Master;

A. McCALLUM,
JOHN SANGSTER,
S. P. ROBINS,
WM. HIND,
D. CLARK,
C. JOHNSON,

*Officers of the Normal and Model
Schools for Upper Canada.*

Toronto, 1st April, 1853.

J. GEORGE HODGINS,
THOMAS HODGINS,
A. J. WILLIAMSON,
*Connected with the Education
Office for Upper Canada.*

The Rev. Dr. Ryerson replied as follows:—I thankfully accept this handsome expression of your remembrance and affection. It is a touching and unexpected welcome on my return from a two months’ tour, during which I have visited the various County Municipalities of Upper Canada, and conferred with many thousands of persons on the vital question of educating and providing useful knowledge for all the youth of our country. Though during that tour, I have witnessed almost every variety of condition amongst the inhabitants, from the hardships and privations of the new settlers along the shores of Lake Huron to the comforts and advantages of the citizens of our oldest towns and cities—and have experienced equal variety in modes of travelling—at one extremity of the Province making my way through deep mud, and at the other over snow four feet deep; yet I found everywhere a kind appreciation of my humble labours, and a noble and intelligent zeal and co-operation to impart the priceless blessings of education and knowledge to all the children in Upper Canada, and to make Upper Canada worthy of the patriotic pride of all her children. But to the beautiful testimonial which you this day present, there attaches a peculiar interest from the circumstance of its being the spontaneous offering of those whose position and duty it has in so

large a degree, devolved on me to determine and oversee. It is a great satisfaction and alleviation of official responsibility and labour to know, that while compelled by necessity and duty to observe the most rigid economy, and require the strictest vigilance in all branches of this complex department, I am permitted to enjoy the respect and sympathy of all its officers, and to witness mutual good will and cordial harmony prevailing amongst them.

I need not say how little any efforts of mine would have availed in producing the results to which you refer, had it not been for the ever-ready and efficient labours of the various officers of the establishment, and the cordial support of successive Governments and Parliaments. In every County of Upper Canada I have heard gratifying testimony to the useful labours and salutary influence of the Normal School, as also to the facilities which have been provided for furnishing the schools with maps and apparatus, and for improving school architecture, and for diffusing education and general knowledge; and during my visit last week to the seat of Government, I found every disposition that the most sanguine mind could desire, both amongst the responsible Ministers of the Crown and the members of the Legislature generally, to aid us in our work and increase our means of usefulness. And in no instance was this feeling more strongly expressed than by Her Majesty's representative, the Earl of Elgin and Kincardine, who has at all times so cordially and eloquently fostered and commended our system of normal and elementary instruction.

What we have thus far done, has been but laying the foundation. We are but commencing to raise the superstructure. Our system has only begun to be developed. The facilities as well as the fruits of the Normal School are yet immature. The buildings we now occupy are at length completed, so as to afford all the conveniences we could desire for lectures, teaching, and other purposes of the department; but I trust that in the course of the present year, we shall make the surrounding grounds tributary to the same objects—illustrating the teachings of agricultural chemistry and vegetable physiology by what may be witnessed on a limited scale (but sufficiently large for the purposes of teaching) in the culture and productions of a botanic, fruit, and vegetable garden, a rotation grain and grass farm, as well as a small arboretum of native and foreign specimens.

This year also we shall be able to commence the system of Public Libraries, for which the whole country is impatiently waiting. By the enlightened liberality of the Government and the Legislature, I trust also to be able to add £4000 to the apportionment of the grant in aid of Common Schools in Upper Canada, besides furnishing the *Journal of Education* gratuitously to all the school corporations and superintendents. And I venture to hope we shall be able to commence a public museum and library, and also form the nucleus of a fund towards the support of superannuated or worn-out teachers.

I think that while the future presents demands for no ordinary labor, it is also full of hope both to the teacher and the philanthropist, the parent and the child.

It remains for us to be impressed with the greatness of our mission, and the sacredness of our obligations—to do what in us lies to fulfil public expectations, and to perform our duties faithfully, ever imploring and relying upon the blessing of Him in whom is all our strength, and wisdom, and sanctity, and whose blessing maketh rich without the increase of sorrow.

The Doctor here handed the written reply to Mr. Robertson, and then said—

That while there was nothing more degrading than for a man to take all his opinions, and regulate his conduct by the opinions, and it may be the prejudices of others, yet there was nothing more encouraging—next to the approbation of Him in whose hands we are, and through whose mercy we hope for salvation—nothing more encouraging than the respect, the approbation, the confidence, and the sympathy of those with whom we are associated in our labors; and especially nothing more encouraging than the confidence and good-will of that portion of the people who are interested in the progress and general diffusion of knowledge. Never, during the whole course of my life, have I experienced so numerous, so strong, and affecting expressions of this confidence and sympathy, as during the last three months in making a tour through the Province. He (Dr. R.) felt very much gratified by the large attendance on the present occasion, as there was nothing that lay nearer his heart, in connection with the great work in which he was engaged, than to see all the teachers that came under his charge placed in circumstances to command the respect and promote the usefulness of the community. He was astonished and delighted during his recent tour at the very high estimate in which teachers were held generally to that in which they were held five years ago, and also to the very different feelings as to the standard of their qualifications from that which existed some years ago. Had he had on his list the names of 500 teachers he would venture to say he would have got schools for them all, for applications without number were made to him. But it was not possible for them within any given period to train a sufficient number of teachers to supply all the schools of Upper Canada. There

are at present nearly 3500 schools, and the utmost that we can do is to send forth 200 teachers a-year, and at that rate it would take twenty years to supply a sufficient number of teachers for all the schools. There is not a town or village in Upper Canada in which they are not applying for teachers from the Normal School; so that those worthy young men who prepare themselves for more extensive usefulness will have the most encouraging assurance of success. The Rev. Superintendent expressed his delight at seeing so many children present, and said that the advantages which these children enjoyed in the Model School, where there were so many able teachers, were more than could be enjoyed by children in any common school in the city, for there it was impossible to supply a sufficient number of teachers to give the same amount of instruction that was given in the Model School. He hoped the Model School children would be model children for all the city for their cleanliness, civility, and good conduct generally. The Rev. Superintendent concluded with these words—My earnest prayer to Almighty God is, that all the teachers by whom I am surrounded, and those friends who have met to do me honor this day, may live to witness such an unprecedented progress of civilization as to make them regard our own country as the pride of North America generally, and Upper Canada as the pride of all the British colonies. (Applause.)

The Rev. Adam Lillie, in the name of the Council of Public Instruction, then briefly addressed the Rev. Superintendent. He said: It affords us the greatest possible pleasure to witness this kind expression of sympathy with you in your labours for the elevation of the interests of the country. We go very heartily into the feelings which led these friends to present this testimony of respect. My own feelings, and I believe the feelings of those with whom I am associated, are, that by the blessing of God on your labours, you are rendering the country a very great service, and our hope is that He will spare your life very long in His service, and will enable you to realize to the fullest extent the desires with which your heart is so filled. We are delighted to see, that you have been making further plans for the future, and specially pleased in the interest manifested in relation to the well-being of the teachers by the proposal of some provision for their sustenance, when they have labored as long as the gratitude and good-feeling of the community should think consistent and honorable they should do. This proposal will meet with the fullest co-operation on the part of the Council. To the parties by whom this testimony of affection and respect has been presented, I would take the liberty to say, that we congratulate you quite as much as we do him to whom this presentation has been made. To you it is delightful to have been placed in the position that has enabled you to come forward warmly and heartily to present this memorial. It would matter very little, indeed, what your wishes and determinations were to perform your duty, if you were met in your attempt to discharge that duty by anything either like indifference, or intermeddling, or unkindness. We know it has been far otherwise, that you have felt yourselves free, and have been animated by the kindness and interest taken in all your endeavours, and we rejoice that you have been enabled to conduct yourselves so honourably. We do feel that the whole educational interests of the country have been most fortunately prosecuted—promoted, on the one hand, by the earnestness with which the Chief Superintendent has laboured, and, on the other, by the zeal and intelligence which the officers and teachers have manifested. The Rev. gentleman then congratulated the students of the Normal School, and sat down amidst great applause.

The interesting proceedings were then closed with the benediction by the Rev. Mr. Jennings.

DEATH OF PROFESSOR MURRAY.

On the 30th ult., suddenly, at Port Albert, Ashfield, the Rev. Robt. Murray, Professor of Mathematics and Natural Philosophy in the University of Toronto. Mr. Murray was for some years in a declining state of health, and had, in consequence, withdrawn from the active duties of his Professorship, which, however, during his absence, were most efficiently performed by J. B. Cherriman, M.A., Fellow of St. John's College, Cambridge. Previously to Mr. Murray's appointment as Professor, he held the office of Assistant Superintendent of Common Schools, Upper Canada. He was long and favorably known in Upper Canada, and had endeared himself, by his amiability and modesty, to a large circle of friends, by whom his many excellent qualities will be held in affectionate remembrance.—*British Colonist*.

FOUR GOOD HABITS.—There were four good habits which a wise and good man earnestly recommended in his counsels and by his own example, and which he considered essentially necessary for the happy management of temporal concerns—these are punctuality, accuracy, steadiness, and despatch. Without the first, time is wasted, those who rely on us are irritated and disappointed, and nothing is done in its proper time and place. Without the second, mistakes the most hurtful to our own credit and interests, and that of others, may be committed. Without the third, nothing can be well done; and, without the fourth, opportunities of advantage are lost which it is impossible to recall.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The Paris (U. C.) *Star* states, that there are at present under tuition in the Common Schools about 410 children; in the upper village school 280, in the lower 130; a number greater than has ever previously attended. This is a very gratifying prospect for Paris, as nearly every child of school age is at present enjoying the benefit of instruction. The *Star* is convinced that it would be difficult to find a child above five years old not attending school.—Two superior school houses are to be erected in St. Catharines during the ensuing summer, one near Yale's foundry, the other at the intersection of King and Academy Streets. They will cost about £2000.—Colonel Kingsmill, Chairman of the Board of Trustees, in the town of Niagara, is promoting school improvements with great zeal. He has drawn up a series of regulations for the guidance of teachers, and discipline of the scholars. Boys who make a noise in the street in passing to or from school are to be punished.—Dr. Burnside, on the 9th of April, (the seventy-ninth anniversary of his birth,) gave practical effect to his long-expressed intention of contributing to the support of Trinity College, Toronto. On that day he presented to the Corporation of the College the title deeds of property in this city, valued at £6,000. The Right Rev. Bishop Strachan, in an appropriate speech, accepted the gift on behalf of the Corporation, and a vote of thanks was passed to the venerable donor.—The new school houses in the cities of Toronto and Hamilton are now about completed, and will be opened for the admission of pupils at as early a period as possible.—An open Convocation of the University of Toronto was held in the hall of the Legislative Assembly, on Tuesday, the 20th instant—the Vice Chancellor presiding. Several degrees were conferred, and twenty students matriculated. The addresses of the President were warmly applauded.—The Bill providing for the reorganization of this institution has received the Royal assent.

SCHOOL LECTURE BY W. O. BUELL, ESQ., PERTH.

On the 3d instant a lecture was delivered at Perth, by W. O. Buell, Esq., Superintendent of Schools, in advocacy of the system of public instruction now being established in Upper Canada. The lecturer gave a brief sketch of the history of education in England, illustrating the *experience* of that country, where the Government had granted large assistance to different religious bodies, instead of establishing a national system of education, under which all classes of the people would have been instructed. Although the nation was wealthy, and large sums had been raised by the different religious bodies themselves, and a large amount had been bequeathed and contributed by individuals, yet the *result* proved that such a course was ineffectual. "One-half of the whole adult population of the United Kingdom, including Ireland, cannot read or write. One-half of the female adult population of England and Wales cannot sign their names to a marriage certificate." "Great Britain contains a larger proportion of utterly uneducated and degraded men, and women, and young children, than any other Christian country, fit to be ranked in the *same* scale of civilization and intelligence." The lecturer then turned to Holland, giving the *results*, where a different course was pursued, and showing the advantages of having a permanent system of public schools. He then turned to Upper Canada, and dwelt upon the great progress made in a very few years towards the establishment of such a system, and spoke of the fruits already apparent, and of our reasons for believing in a happy future, not indeed distant, when our country should be more generally blessed with the light of philosophy and the glow of patriotism. The religious element, the County Board of Public Instruction, school visitors and school libraries, free schools, and reasons why the rich should support them, as well as the zeal and ability of the Chief Superintendent—were among the topics embraced in the lecture; as well as the duty of parents in reference to schools, and the tendency of the School Law, to get up an educational spirit in the country.—The County Convention, held here to-day, was ably addressed by the Chief Superintendent, although he felt rather indisposed. The meeting was large, and great interest was manifested. A resolution in favor of Township Libraries, and one in favor of a legislative enactment, establishing free schools throughout Upper Canada, passed by large majorities. Several gentlemen addressed the meeting, discussing these topics.—Perth, 5th March.—From a Correspondent.

TESTIMONIAL OF RESPECT TO MR. F. M'CALLUM, S. S., No. 5, TRAFALGAR.

—On the 3d inst. a valuable silver watch, with suitable inscription, was pre-

sent by the Trustees of School Section No. 5, Trafalgar, to Mr. Finlay M'Callum, their late teacher, on his retiring from the profession of school-teaching. In the accompanying address, they state that the harmony which has existed in the Section is in a great degree attributable to his indefatigable labors, and the uprightness and consistency of his deportment, while his uniform amiability and kindness have gained him the confidence and esteem of all who knew him. Mr. M'Callum made an appropriate reply to this very high compliment.—*Ibid.*

PROMOTION OF EDUCATION AT FINGAL.—"A Friend of Progress" thus addresses the Editor of the London Prototype:—Permit me to give a short account of our doings in Fingal, for the promotion of education, hoping that it may have a tendency to stimulate others to more vigorous action, for the education of the youth of our Province, who, in a few short years, will be brought into public life, to take an active part in the affairs connected with the management of our young and interesting Province. The Fingal school was as much behind the times a year ago, as any school in the County of Elgin; but now, I am happy to say, it is second to none in the county. The people have voted down the old-fashioned high rate bill, and established a rate of 2s. 6d. per quarter, for each scholar attending school, the balance to be raised by a tax on the rateable property of the school section. That, you will say, speaks well for the intelligence and liberality of our section; another thing that has wrought a great change, and a very important one too, in our school, was the efficient services of a suitable teacher, who loves his high calling—because he delights in instructing those committed to his charge, and he spares neither money nor labor to make the school-room attractive to the pupils. The consequence is, that, under such a system, the people found the school-house entirely too small, and they, like intelligent British subjects, voted that the trustees should immediately build a new school-house. Our trustees who also take some interest in education, set to work and erected a large and commodious building, thirty by fifty feet, and fourteen feet between the floor and ceiling; the house is seated according to the most approved plan, four rows of seats in the width of the building, the seats facing the teacher; every seat with a desk in front; the house is divided into three apartments: the larger part seats one hundred pupils, the two smaller parts for recitation rooms. The recitation rooms are of great advantage to the school, from the fact that three classes can recite at the same time in the several rooms, without disturbing each other, by which arrangement pupils can receive double the usual instruction, without any additional expense. Now, I will show you how our teacher manages it. We have but the one paid teacher, the others honorary teachers; every morning our teacher has it distinctly understood, that those in the advanced classes, who get their lessons best for the day, will have the honor of teaching a primary class, as a mark of distinction for their industry. You will see at a glance that the system is good, and that it has a tendency to draw out and expand the ideas of those connected with the school. We had the pleasure of witnessing an examination on the 24th ult., which reflected great credit on the teacher, Mr. Patrick Farrill, a native of London Township."

THE PUBLIC SCHOOLS OF PRESTON:—The *Galt Reporter* analyses the Report of the Board of Trustees of Preston for the year 1852, and remarks:—"It is the fullest and most complete document of the kind we have ever seen, and we have great pleasure in laying the following extracts before our readers with the single remark, that where Teachers are treated in the kindly and liberal way they appear to be in Preston, and honored and held in esteem by Parents and the Public, they will perform their duties with far greater hope of success—far more pleasantly both to themselves and the scholars—and be stimulated to greatly more increased exertions for their young charges, than where, as in general, they are ground down to the lowest pittance—and deprived of all authority over their pupils. The salaries paid to the Teachers have been from £60 to £75 a-year. There have been thirty-one visits to the School, viz: one by Local Superintendent, twenty four by Trustees, and six by other persons. The Board has held twenty-four meetings during the year. The School is supported on the Free School system. The school is possessed of seven large Maps, a Blackboard, a set of tablet lessons for Reading and also for Arithmetic, and copy lines, all pasted on boards and varnished, an arithmeticon, and to this the Board have lately added a full set of Orrery and drawing lessons. The School has been kept open the whole year. There have been two public examinations during the year. The *Journal of Education*, from Toronto, is the periodical kept by the Board. The Board having found it necessary to provide larger accommodations for the scholars than could be had in the present school house, it was therefore resolved to purchase a new school site and build a school house thereon, suitable to the wants of the village. Application was made to the Municipal Council to

raise the sum of Four Hundred Pounds in five equal successive yearly payments of £80 each, commencing in 1852, for the purpose of defraying the expenses of the new building. The school site, being one acre of ground, has been bought for £47 10s. The contract has been let for £395. The building will have three school rooms, each of thirty-four by twenty-six feet, and fourteen feet high, and an entrance hall of twenty-six by ten feet, all to be warmed by hot air. The materials for building are bricks. All to be finished by the 1st of June next. The Board has also applied to the Municipal Council for the sum of £75 extra school tax, to defray the teacher's salaries, and other incidental expenses.

The progress of the scholars during the latter part of the year has been very gratifying, the excellent discipline introduced by the present teacher, Mr. James Baikle, has had a benevolent influence upon the conduct and behaviour of the pupils, both in and out of school. His superior mode of instruction, and strict attention to his duties, linked together with his affable manners, have won for him the respect of all parties, and the universal attachment of his pupils. He has thus laid a solid foundation for accomplishing the great aim of a school—to instruct the rising generation with useful knowledge, teach them the duties of man towards God, his neighbor, and himself, imposes upon the young mind the necessity and advantage of wholesome instruction, and take danger and disadvantage of ignorance, so that they may become useful members of society, an ornament and the pride of their nation, and a source of joy and comfort to their parents, when old age calls them to retire from the stage of activity of this earthly lodge. The average attendance of pupils during the last year, has also considerably exceeded the attendance of the former years. The report of 1851 shows an average attendance of 84, while the report of 1852 shows 106 out of 130 scholars on the register, which number would still be greater were it not for the want of room, on account of which many children are kept at home. The salary of the Teacher has been increased for the present year, in proportion to his additional labour and duties, and the Board has also engaged an assistant teacher, to take charge of the younger scholars, in order to enable the principal teacher to devote more time to the instruction of more advanced pupils.

UNITED STATES.

SCHOOLS IN THE STATE OF MICHIGAN.

Petition of the P. E. Bishop of Michigan to the Honorable the Senate and House of Representatives of the State of Michigan:

The undersigned is the Bishop of the Protestant Episcopal Church in the diocese of Michigan. He has learned from the public newspapers and from petitions about to be presented to your honorable bodies, that an application is to be made for such a division of the school fund of this state, so that "in all cases the parent be left free to choose the teacher to whom he will entrust the education of his child." Such an application, if granted, he considers as giving the right, not only of parents but of every religious body, to select teachers, who will teach the peculiarities of the religious views or opinions they may hold. It will place the whole school fund of this state in the hands of religious bodies and sects, and entrust to them the education of the children of the state; for the right, if given to one, will be claimed by each and by all. Whatever the opinion the undersigned may entertain in reference to the system and effects of common school education, he begs leave to say, that he has no wish or desire to interfere with, or in any way alter or abridge, the system which has been the pride of this state, and which has furnished to so many thousands of her children the means of obtaining a high secular education—nor does he wish that the fund so generously granted to the people of this state, and so carefully guarded by her legislatures, and so highly prized by her citizens, should be used for the promotion of sectarian strife and bitterness.

It is one of the distinguishing features of our free institutions, and which lies at the foundation of the happiness and freedom of our people, that neither religious test nor religious preferences form any part of our legislation. All religious bodies are placed on precisely the same footing, and whatever may be the exclusive claims of each, and of all, they can only be settled by an appeal to a higher and a different authority than state legislatures. But, if your honorable body sees fit to overturn and destroy that system, which has been heretofore so carefully guarded, and which has introduced into every occupation and profession some of the most distinguished men of the state, and which has brought to the door of the poor man the means of educating his children: and if the priests and clergymen of every religious body are to take the place of the common school teacher, and the state is to assume the duty, through them, of extending and building up religious differences, and of fomenting strife and contention—then the undersigned most reluc-

tantly would claim to have his share in this work. If, then, such a change is to be made in our common school law, so as to allow parents to choose teachers for their children, the undersigned would respectfully ask for his proportion of the common school fund, so that the people entrusted to his spiritual oversight may employ such teachers as will fully carry out their religious preferences. He would freely and frankly state to your honorable bodies, that the amount thus granted shall be carefully used in teaching the principles and doctrines of the Protestant Episcopal Church, and that the services of as many clergymen and laymen of the church shall be secured and used, so that no other principles and doctrines shall find any place in the different schools.

SAMUEL A. MCCOSKEY,

Bishop, &c., of Michigan.

Detroit, January 19, 1853.

MICHIGAN UNIVERSITY—PRUSSIA AND MICHIGAN.

The chair of ancient languages has been filled the present year by Prof. Boies, formerly of Brown University, a ripe scholar and experienced in teaching. The chair of logic and history has been offered by the Regents this present week to Rev. N. O. Haven, of the Methodist church in New York city, who, it is hoped, will soon enter upon his duties. The office of chancellor or president has been filled by the election of Rev. Dr. Tappan, of New York University. His inauguration took place on the 21st instant. At the appointed hour the large church was filled with citizens and strangers. To a very appropriate address by Mr. Palmer, of the Board of Regents, reminding him of the design of the University, the great interests and responsibility committed to his hands, their high expectations and confidence in his capacity, and his regular induction into office as the first Chancellor. Prof. Tappan responded in a speech of great power and beauty, occupying more than two hours. After acknowledging the importance of the station which, unsought, he now entered upon, he adverted to the situation and unexampled prosperity of our State, saying that Prussia and Michigan had the credit of creating educational systems, and we were indebted to those who had proposed ours. Though it is sustained by the State, private munificence may not be dispensed with.

An estate would be more surely entailed by endowing a professorship, or founding an observatory, than in any other way. Though ours is a great State, it should make men as well as railroads, and circulate truth as well as gold and silver. The principle of our school system was grand and comprehensive, and reached far back to our earliest dates. It includes the primary schools, which are necessary to the existence of higher institutions, and for them teachers should be fully prepared and qualified, to which the Normal school should be cherished. There is no rivalry of institutions, but a unity of design and plan. Should he not comprehend its greatness and importance, and do his utmost for it, the shades of the dead, and voices of the living, would cry shame! We need not depend on foreign lands or learned books or men.

After a rapid survey of the different species of knowledge, the speaker laid down his plan for the University, touching rather severely upon our desire for fine buildings, and nice rooms, while we neglect the libraries and other means of furnishing the mind, expending our means upon brick and mortar, which we ought to be paying to professors of lectures in every department of science and art which any one might wish to pursue. The thing proposed was to carry out fully the Prussian system which we have adopted, appointing full faculties, conferring various degrees according to studies and proficiency, and thus build up an Institution in every respect the best in the country, and which should be a centre of attraction to students from this and other States. These views were urged with great force and clearness, and his best efforts pledged to their furtherance.

The medical department numbers over 150 students, a fact unexampled among similar institutions at the same age.

It is in contemplation to erect an Observatory in connection with the University of Michigan. A public meeting was held in Buffalo, a few days since, at which Dr. Tappan, President of the University, expressed the views of the friends of the project. To complete the work, the sum of \$10,000 is required.—*Detroit Advertiser.*

MASSACHUSETTS COMMON SCHOOLS.—16TH REPORT.

The main topic discussed in the report of the Secretary of the Board, is the abolition of the district school system, and the grading of the public schools. This plan has been tried in several towns, and with much success. The subject is ably discussed by Dr. Sears, and his remarks are entitled to the earnest consideration of the friends of education throughout the state. The secretary recommends no immediate legislation upon the subject, but thinks that when the general voice of those who take an interest in our public schools shall favor the movement, the repeal of the law authorizing school districts would be expedient.

From the tables accompanying the report, we learn that during the year 1851-2 the number of public schools in the state was 4056; the number of scholars was, in summer, 185,752, and in winter, 199,183—the average attendance being respectively 186,309 in summer, and 152,645 in winter. The number of teachers, summer and winter, was 2454 males and 6456 females. The average length of schools was 7 months and 15 days, and the average wages of male teachers was \$37 26 per month, and of females \$15 36. The amount of money raised by taxes for the support of schools, including only the wages of teachers, board, and fuel, was \$910,216 04. This is exclusive of \$39,763 87 voluntarily contributed, and \$25,858 25, the income of school funds belonging to towns or districts. The income of the state school fund distributed among the towns was \$41,558 22. Besides the public schools, there are 71 incorporated and 749 unincorporated academies and private schools in the state, with an average of 16,131 scholars.

The secretary, in commenting upon the tables, gives some facts and figures to show the increased interest which is taken in the public schools and the progress of education in the state. In 1841-2, the money raised for schools by tax was an average of \$2 79 for every child in the state between four and sixteen; in 1851-2, the average was \$4 49 for each child in the state between five and fifteen. In the appropriation of money raised by tax from 1811-2 to 1851-2, inclusive, the increase was 76 per cent., while the increase of population was only about 35 per cent.

In 1841-2 the number of public schools was 3198; in 1851-2 the number had increased to 4056—27 per cent. The number of teachers and the average attendance has proportionally increased.

DARTMOUTH COLLEGE—LIBERAL DONATION.—A correspondent of the New Hampshire Patriot states that George C. Shattuck, M. D., of Boston, has recently made a donation of \$7,000 to Dartmouth College, for the erection of an observatory and the purchase of astronomical and philosophical instruments; also a donation of \$1000 for the purchase of books for the library. Prof. Young will proceed to Europe early this season to purchase the instruments for the observatory and books for the library.

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Mr. Cobden has in press a pamphlet, entitled—"1793 and 1853," in which he traces the causes of the last war with France, and compares the policy of England towards France then and now.—Lord J. Russell has announced the speedy publication of the "Memorials and Correspondence of Charles James Fox."—Alexandre Dumas has just stated to the public, that from the commencement of his literary career up to the present time, he has produced not fewer than 700 volumes and 50 plays.—Mr. Charles Knight, the projector and publisher of the *Penny Cyclopaedia*, now proposes a more pretending work of the same kind, to be entitled the *Imperial Cyclopaedia*. It is to be in two parts or sections, the first, consisting of nine volumes, to comprise the sciences and arts; and the other to embrace geography, history, biography, &c.—A large sale of autographs, comprising 1480 articles, has just closed in Paris. A letter of Galileo produced 206 francs; a signature of Benevento Cellini, 222f.; signature of Michael Angelo (of doubtful authenticity), 309f.; one of Madame de Sevigne, 175f.; one of Mary Tudor, 74f.; one of the Duke of Marlborough, 81f.; and one of his wife, 70f.; two horse's heads and five human arms, drawn with a pen, and five lines of figures, by Raphael, sold for 350f. The highest was obtained for a signature of Molière, the French dramatist, which produced 430f. The entire proceeds of the sale amounted to 27,249f. Five francs are equal to 4s. 8d. of our currency.—The Academy of Sciences at St. Petersburg has elected the Earl of Rosse, P. R. S., an honorary member of their body, in consideration of the very eminent services that he has rendered to astronomical science.—Dr. Pereira, author of "Elements of Materia Medica and Therapeutics," died at London, 20th January, from some internal organic disease, at the age of 49. This death is a loss to the medical world.—The Rev. Dr. Scoresby (the ex-sailor), says that whales are known to descend perpendicularly from 4200 to 4800 feet; and at the latter depth he has calculated, from accurate data, that a large whale would have to sustain the pressure of 211,200 tons distributed over its entire surface, or about 137 tons on every square foot of its body.—The Liverpool Free Library exhibited on the 62d day since the opening a truly gratifying result, 32,995 books having been issued and returned in that period.—Mr. Ingersoll, the American Minister in England, has made a donation of books, &c., to the Free Public Library at Manchester.—The trustees of the Astor Library in

New York have presented their annual report to the legislature, from which we gather the following facts. The funds and property of the institution are valued at \$450,000. The cost of the building and site has been \$70,000; and the expenditure for books thus far \$75,364. More than 60,000 volumes have been collected, and Dr. Cogswell is now in Europe authorized to expend \$25,000 in the purchase of additional works. The books are expected to be arranged on the shelves in April, and the library open to the public in May. Commencing with about 80,000 volumes, free from debt, and having a vested fund of \$180,000, the interest of which is to be steadily applied to enlarging the collection, this must ultimately become one of the largest libraries in the world.—The literary executors appointed under the will of the late Mr. Webster intend to collect whatever can be found of his works and correspondence not already known and published as his, and whatever may, in any way, serve to illustrate his life, character, or public services.—At Oxford the site of the new Museum of Science is decided on, in the parks adjacent to Wadham College.—An important piece of news reaches us from Italy—namely, that an Italian astronomer, named Pompilio de Cuppis, has practically discovered that the moon has an atmosphere—he having clearly observed the refraction of a star's rays on the passage of the moon. Details of the alleged discovery have been submitted to Father Secchi, Director of the Observatory at Rome, and we await his decision before going into them.

DOUBLE CURRENT IN THE OCEAN.—Lieut. M. F. Maury, of the National Observatory, Washington, read a scientific paper, lately, in Broadway Tabernacle, New York, in demonstration of the theory that the water of the ocean circulates by means of a double current—one setting from the equator to the poles, and the other from the poles to the equator. Its aim was to show, also, that the great currents of the ocean are as perfectly in accordance with law and order as the "harmony of the spheres;" that the Gulf Stream and other organic currents could not have existed had the sea water not been salt; that salt was one of the most powerful agents in oceanic circulation; whence comes the salt in sea water; how shells and marine insects become important agents in vegetation and modifying climate; how these little creatures build their houses and cells; and how they prevent the sea from becoming more and more salinous.

THE NEW GRINNELL ARCTIC EXPEDITION.—We learn that Dr. Kane has been officially appointed to the command of the new expedition, which by the liberality of Mr. H. Grinnell and Mr. Peabody, is to be despatched to the Arctic regions. He is also charged with duties of a scientific character. It is announced also that Lieut. Page, under instructions from the Secretary of the Navy, is preparing for an exploration of the Plata and Paraguay. The expedition to Japan is also furnished with the requisites for scientific investigation. The United States will thus be simultaneously conducting physical researches in the Eastern seas, in Africa, in South America, and in the polar regions.

THE CALORIC SHIP ERICSSON.

The externals of this curious ship are merely those of a graceful steamship. There is no novelty in it except that the huge chimney of the ocean steamer has given place to four very modest little funnels, hardly bigger than stove pipes. Indeed at a little distance it is very hard to detect them at all. These little chimneys are the only flues to furnaces that are to generate power for a first class ship of twenty-two hundred tons register. A finer hull, or a stronger, or, for her tonnage, a more costly one, has never been launched in America. She has received her engines under the superintendence of their inventor whose name has been given to the ship. These engines are the first of their kind ever applied to marine purposes, and they may prove to be the last, for this ship with "Caloric Engines" is simply a stupendous experiment, unequalled in point of audacity, in the history of mechanics. In the "Caloric engine" it is proposed to use the well known expansibility of atmospheric air by heat, as the motive power, in place of steam. The mechanical elements of the engine will, of course, be identical with those of the steam engine. Cylinders, reciprocating and parallel motions converted by the crank to the required rotation, all strike the eye familiarly. "But all else how changed." The boilers with their volcanic furnaces are gone. The air pump—the condenser—the familiar engine room—and the deep-dawn darkness where the side-levers play,—these are all gone or transformed past all recognition. The low pressure developed by the new agent requires increased area of piston head, or cylinder section. In the Ericsson these are enormous. 168 inches is the diameter of each of four cylinders, that stand in a line upon the ship's keel. Thus each working piston presents an area nearly four times larger than any steam engine piston-head in the world! Two experimental caloric engines, of five and of sixty horse power respectively, have been in operation for several months. But the stride is a tremen-

dous one—from such petty works as these to such colossal engineering as is now afloat in the "Ericsson." It may be gratifying to our readers to know that a trial of the motive powers of this vessel, made on Wednesday, Dec. 15, may be regarded as having in the most satisfactory manner established the success of the bold experiment.

SHAKESPEARE'S HOUSE.—Her Majesty's Ministers have taken up Shakespeare's House,—and the Solicitor of the Board of Works, gives notice in the usual official organ for such notices, the *London Gazette*, "that application is intended to be made to Parliament in the next session, for an act to vest in the Commissioners of Her Majesty's Works and Public Buildings, and their successors, certain messuages, tenements, and hereditaments, situate in Henley-street, in the borough of Stratford-upon-Avon, and in the county of Warwick, (a certain portion whereof is commonly called or known by the name of 'Shakespeare's House,') upon trust to provide for the care and preservation of the said portion known as 'Shakespeare's House,' and to permit the public to have access thereto at such times, subject to such conditions, and under such rules and regulations as the said commissioners may from time to time prescribe." It is further intended to empower the commissioners "to pull down certain other portions of the said premises, and to demise or let the materials of the portions to be pulled down, and to receive the proceeds thereof, and also the rents and profits of the portions let, and also such monies as may from time to time be appropriated by Parliament for the purposes aforesaid." Should this act pass the legislature, lasting thanks will be due to Lord John Manners for his services in settling a national property on the British nation. The pulling down, we may add, will not include any portion of "Shakespeare's House." It has for its object the isolation of the "House," and its protection against fire.

THE PARIS PRESS.—The press of Paris has generally fallen off in circulation since Louis Napoleon deprived it of liberty. The *Journal des Debats* alone has kept at its previous figure of 12,000 copies. The *Constitutionnel*, which, previous to the *coup d'état*, circulated 30,000 copies, rose soon afterwards to 33,000, as it was then the special organ of the usurper, but has since fallen off to some 26,000, notwithstanding a reduction of its price to 32 francs, or $\text{£}6$ a year, which is considerably less than the cost of the paper and stamps. This journal has, however, just been sold to M. Mires, the proprietor of the *Pays*, a rival establishment, and now the favorite of the Emperor, for the sum of 1,600,000 francs, or about $\text{£}800,000$. The *Pays* sold 18,000 copies before December; it now sells no more than 11,000. The *Siecle*, the organ of the Cavaignac republicans, has fallen from 28,000, to 20,000; the *Presse*, Girardin's paper, from 21,000 to 19,000; the *Patrie*, from 24,000 to 18,000; the *Gazette de France*, Legitimist, from 3,700 to 3,200; the *Univers*, Catholic, from 9,000 to 5,000; the *Assemblée Nationale* Fusionist, from 12,000 to 6,500; the *Union*, Legitimist, from 5,000 to 4,000. The circulation of the entire daily press of Paris, excepting the *Moniteur*, the official organ of the Government, has fallen off some 65,000 sheets daily under the reign of the new Napoleon.

MAP OF UPPER CANADA,

BY W. H. SMITH. Constructed from the latest Surveys for "Canada, Past, Present, and Future," exhibiting the Names and Boundaries of Upper Canada, according to the new County Divisions. Size 2 ft. by 1½ ft. Beautifully engraved. For sale at the Depository in connection with the Education Office, Toronto. Price—in sheets, 2s. 6d.; mounted on canvas, rollers, and coloured, 5s.
Toronto, April, 1853.

EXAMINATION OF COMMON SCHOOL TEACHERS.

AN EXAMINATION OF COMMON SCHOOL TEACHERS, and others desirous of becoming such, will take place on TUESDAY, 10th day of MAY next, at NINE o'clock, A.M., at the following named places:—
AT THE COUNTY COURT-HOUSE, CITY OF TORONTO.

Examining Committee.—The Revs. John Jennings, H. J. Grasett, John Barclay, and John Roaf; Dr. J. Hayes, and Messrs. Cathcart, M'Murich, and Boyle.

AT DUFFIN'S CREEK.

Examining Committee.—The Revs. A. W. Waddell and R. H. Thornton; Dr. Foote, and Messrs. W. B. Warren, and E. Annis.

AT BRAMPTON.

Examining Committee.—The Revs. J. Pringle, H. B. Osler, R. J. McGeorge, and T. Dickson; Dr. Crombie, and Messrs. T. Studdert, and A. Simpson.

AT NEWMARKET.

Examining Committee.—Jos. Hartman, Thomas Nixon, and R. H. Smith, Esqs.

AT RICHMOND HILL.

Examining Committee.—The Revs. J. Boyd, J. G. Armstrong, and T. Wightman; A. Wright, and T. C. Prosser, Esqs.

Teachers and others presenting themselves for Examination, will be required to select the particular Class in which they propose to pass; and

previous to being admitted for Examination, must furnish to the Examining Committee satisfactory proof of good moral character; such proof to consist of the certificate of the Clergyman whose ministrations the Candidate has attended; and in cases where the party has taught a Common School, the certificate of the Trustees of said school. Each Candidate will be expected to attend the Examination in his own School Circuit, if possible.

The Board will meet at the Court-house, on Tuesday, 21st day of June next, at Two o'clock, P.M., for the purpose of receiving the Reports of the several Examining Committees, licensing Teachers, and for other business.

By order of the Board,

JOHN JENNINGS,

Chairman Co. Board of P. I., Y., O., and P.

City of Toronto, 29th March, 1853.

GRAMMAR SCHOOL CIRCUIT No. 3.

LINCOLN AND WELLAND.

THE MEETINGS of the COUNCIL for the EXAMINATION of TEACHERS will be as follows:

BEAMSVILLE, TUESDAY, APRIL 12,

SMITHVILLE, MONDAY, JUNE 6,

BEAMSVILLE, SATURDAY, SEPTEMBER 3,

SMITHVILLE, MONDAY, DECEMBER 5,

At TEN o'clock, A. M., each day.

ABISHAI MORSE,

Chairman.

Smithville, March 15, 1853.

WANTED, a SITUATION as TEACHER of a COMMON SCHOOL, by a YOUNG MAN who was trained in the NORMAL SCHOOL, and who holds a First Class Certificate, to remain in force until annulled, from the Educational Board of the United Counties of Northumberland and Durham. Communications addressed to THOS. J. ROBERTSON, Esq., Head Master, Normal School, will be attended to.—April, 1853.

WANTED a SITUATION, by a TEACHER trained in the NORMAL SCHOOL, and having a Second Class Certificate. Satisfactory references given. Address—J. M., SCARBORO', stating salary.—April, 1853.

WANTED IMMEDIATELY, for the COMMON SCHOOL of the Village of PORT SARNIA, a SECOND CLASS MALE TEACHER. Salary, $\text{£}75$ —with the probability of being increased, to an efficient and enterprising Teacher. Apply, if by letter, post-paid, to the Rev. J. Armour, Port Sarnia.—April, 1853.

NOTICE TO FEMALE SCHOOL TEACHERS.

THE BOARD of SCHOOL TRUSTEES, of the Town of Brantford, require TWO FEMALE TEACHERS, for the HIGH SCHOOL, one as Principal of the Female Department, (Salary $\text{£}75$ per annum) and another as assistant, (Salary $\text{£}50$ per annum.)

APPLICATIONS, (if by letter, pre-paid) with Certificates of Character and competence to be made to CHARLES ROBINSON, Esq., Chairman of the Board, on or before the 1st of May next.

Secretary's Office,
Board of School Trustees,
Brantford, April 9, 1853.

WM. H. BURNS,

Secretary.

AMERICAN EXPRESS COMPANY, CANADA ROUTE.—NEW ARRANGEMENTS.

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Agent, TORONTO.

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Opposite the Post Office, Toronto Street.
Toronto, April, 1853.

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All communications to be addressed to Mr. J. GEORGE HODGINS.

Education Office, Toronto.