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WHAT COMMON SCHOOL EDUCATION CAN DO FOR A COUNTRY.

In nearly all the Cities and Towns of the neighbouring States, public semi-annual examinations of the Elementary and better class of Schools take place under the direction of examining Committees appointed by the local School authorities for that purpose. These examinations are of several days continuance; and the examining Committees, at the close, report the results of their labours.

In the City of Cambridge, Massachusetts, (the seat of Harvard University) the examination of the Schools (all of which are free) took place the last week in July. The *Cambridge Chronicle* of the 8th of August says:—

“The semi-annual examination of the Public Schools of this city, commenced on Thursday, July 25, with the Alphabet School, and was closed on Saturday, August 3rd, with the High School—the School Committee devoting *nine days* to the work. From all that we can learn we are satisfied our schools were never in a more flourishing condition than they are at the present time. We believe that it is now generally conceded that our mode of classification is one of the best that could have been devised. It consists of Alphabet, Primary, Middle, Grammar, and High School, and, we hope eventually to say, College.

“It was our design to speak of the different classes of schools as they appeared on the examination; but, as the High School is a kind of focus to which all the others tend, we devote our paper to it. That which follows will show what a FREE SCHOOL, for the teaching of every thing short of College and extended scientific education, is capable of doing.”

Then follow the Report of the Committee on the examination of the High School, and an address from the Mayor of the City, who concluded by calling upon the Hon. EDWARD EVERETT, LL.D. (former Governor of the State, United States Minister to England, and President of Harvard College) to address the assembly.

How delightful would it be to witness such examinations and proceedings twice a-year, in connexion with the Common Schools in every city and town in Upper Canada! What a brilliant prospect would it open up for our country to see the education of the people engaging the patriotic attention of the chief men in the land, and calling forth the public contributions of its first talent and learning in the periodical examinations and celebrations of Schools!

Such contributions from the lips of the Honorable EDWARD EVERETT have often enriched our pages, no doubt to the gratification and profit of our readers. We shall, on the present occasion, omit those portions of his noble speech which relate to the High and other Common Schools at Cambridge, and lay before our readers that part of it which discusses the great question of patriotism—the great problem of the age—WHAT COMMON SCHOOL EDUCATION CAN DO FOR A COUNTRY.

Mr. EVERETT proceeds as follows:—

“Our little State of Massachusetts covers about eight thousand square miles. Not much of the soil is of high fertility; we have

no mines of the precious metals and little coal or iron; our climate is too severe or otherwise not adapted for any of the great agricultural staples, except Indian corn; and yet we have a population of a million. If the State of Texas were inhabited in the same proportion to the square mile, her population would equal that of the whole United States. At least I made a calculation some years ago, at the time of the first talk of annexation, that, according to the boundaries then claimed by Texas, she was twenty-six times as large as Massachusetts. How it would be with her present boundaries I do not know; I am not sure that she has any.

“Well, sir, what is it that has led to this result, as far as Massachusetts is concerned? What has enabled our noble little State, on her rocks and her sands, and within her narrow limits,—to rear and support this rapidly increasing population;—what enables her, besides constantly sending forth a swarm of emigrants,—to keep at home a population far greater in proportion to her size than that of any other State?

“I take it that this result is mainly owing to the general intelligence of the community, promoted by many causes and influences, but mainly by the extension of the means of education to all the people. On this rock the corner stone of the infant settlement was laid; (I speak of human things) on this it has ever rested. I do not wish to claim anything for Massachusetts which is not strictly her due. I cheerfully concede to other States the possession, in some respects, of superior advantages. I acknowledge much that is good in all. I bear cheerful testimony to the liberal effort that have been made by some of them, and especially Connecticut and New-York, in this same good cause; but may I not claim for Massachusetts the palm in this respect? If the Genius of our common America should cast his eye over this great sisterhood of States, to see what they have done respectively for the education of their children, would he not apostrophize Massachusetts and say, ‘many daughters have done virtuously, but thou excellest them all!’

“But I do not wish to overstate the matter, and to ascribe too much to popular education as the cause of our prosperity. A great many other things, I know, have contributed to it. We have a temperate climate; our winters brace, while our summers are not long enough to enervate. Our soil, if not very fertile, no where generates disease. An extensive sea-board furnishes great facilities for commerce. Our granite and gravel make capital roads, and the former is an excellent material for building. Our abundant waterpower holds out great inducements to manufacturers. Then there are political and moral causes of prosperity of vast importance: free popular government, which extends an equal protection to all;—a greater degree of practical equality, then exists in any other highly civilized country;—a traditional respect for the law; a high state of public morals;—a pervading religious sentiment. All these are eminently conducive to the public prosperity. But I need not say, that some of these influences owe their existence to the intelligence which education has diffused and fostered in the community, and that all of them operate through that intelligence. Yes, sir, it is the intelligence of a people that makes its natural advantages available.

“There are other regions of the earth as highly favoured as our State in all natural endowments. If you take a terrestrial globe and turn it round, so that every part of its surface which lies in the same latitude;—this precious forty-second degree, (for our narrow little State does not in any part, I believe, run up to the forty-

third or down to the forty-first, and for the most part does not fully cover the forty-second;—the boys will correct me if I am wrong;) or, to make the comparison fairer, if you take, not in the same latitude, but the isothermal lines that give the same climate as ours, and turn the globe round till every part of its surface which lies between them comes up to the brazen meridian, you will find many a spot equalling, some surpassing, Massachusetts in natural advantages, none exceeding her in prosperity;—some regions you will find, as the globe revolves beneath your eye, as favourably circumstanced as ourselves as to position, climate, and soil; but inhabited by degenerate or savage races;—by tribes that never emerged into civilization, or have sunk back into barbarity.

But you may ask, while you perceive this contrast, is it possible that it should be caused by education? and much of the difficulty which you will perhaps find in agreeing to the answer would vanish, if you would but look upon education, in the full comprehension of the idea, as the *drawing out*, the *training up* of the intellectual principle in man; the divine principle which makes him what he is. Till this is done, man is but a superior animal; hardly even that. At best, the purely sensual man is but a piece of painted, aching clay. But awaken the spiritual nature, kindle the intellectual and moral spark, and he starts up a Newton or a Washington;—a being but a little lower than the angels.

But you ask again can common school education do this? and I answer fearlessly it can and does. I certainly cannot on this occasion, and in the few minutes' time still left me, undertake to treat this mighty theme in all its bearings, but I do not despair, even in a few sentences, of suggesting to you the great points of the argument. I will take school education in its common simple acceptation, as confined to reading and writing, (in which I include speaking and composition,) arithmetic, and the elements of natural philosophy; and I believe the extension to a whole community of the means of obtaining such an education without cost, is sufficient to effect all I ascribe to it. It is scarcely necessary to say, that I do not, in these statements, hold up education as a *creative* cause. I take into the account the spontaneous co-operation of the mysterious principle of intelligence, with all its perceptive faculties, bestowed and quickened by the author of our being; just as the farmer, when he describes the effect of the various processes of husbandry, includes the co-operation of those inscrutable principles of vegetable growth, which philosophy strives in vain to analyze, but without which not an ear of corn is ripened.

With this explanation I say, sir, that common reading and writing, that is, in a word, the use of language as a system of visible and audible signs of thought, is the great prerogative of our nature as rational beings. I say that when we have acquired the mastery of this system of audible and visible signs, we have done the greatest thing, as it seems to me, as far as intellect is concerned, which can be done by a rational man. It is so common that we do not much reflect upon it; but like other common things, it hides a great mystery of our nature. When we have learned how, by giving an impulse with our vocal organs to the air—by making a few black marks on a piece of paper,—to establish a direct sympathy between our invisible and spiritual essence and that of other men, so that they can see and hear what is passing in our minds, just as if thought and feeling themselves were visible and audible,—not only so, when in the same way we establish a communication between mind and mind in ages and countries the most remote, we have wrought a miracle of human power and skill, which I never reflect upon without awe. Can we realize, sir, that in this way we have, through the medium of the declamation of these children, been addressed this morning by Demosthenes and Cicero, by Burke and Fox? Well, sir, all this is done by writing, reading, and speaking. It is a result of these simple operations. When you tell me a boy has learned to read, you tell me that he has entered into an intellectual partnership not only with every living contemporary, but with every mind ever created, that has left a record of itself on the pages of science and literature,—and when he has learned to write, he has acquired the means of speaking to generations and ages, that will exist a thousand years hence. It all comes back to the use of language. The press, the electric telegraph are only improvements in the mode of communication. The wonderful thing is that the mysterious significance of thought—the invisible action of spirit,—can be embodied in sounds and signs addressed to the eye and ear. Instead of wondering that among

speaking, writing, and reading men you have occasionally a Shakespeare, a Bacon, or a Franklin, my wonder is to see these boys and girls, after a few years' training, able to express, in written marks and spoken sounds, the subtlest shades of thought, and that in two or three languages.

The next branch of common school education is arithmetic, the science of numbers, the elements of mathematics. This is in reality a branch of the great department of language, a species of composition; but of so peculiar a nature as to constitute a separate science. This is another of the great master keys of life. With it the astronomer opens the depth of the heavens;—the engineer, the gates of the mountains;—the navigators, the pathways of the deep. The skilful arrangement, the rapid handling of figures, is a perfect magician's wand. The mighty commerce of the United States, foreign and domestic, passes through the books kept by some thousands of diligent and faithful clerks. Eight hundred book-keepers, in the Bank of England, strike the monetary balances of half the civilized world. Their skill and accuracy in applying the common rules of arithmetic are as important as the enterprize and capital of the merchant, or the industry and courage of the navigator. I look upon a well-kept ledger with something of the pleasure with which I gaze on a picture or a statue. It is a beautiful work of art. It is by arithmetical rules, and geometrical diagrams, and algebraical formulæ, that the engineer digs an underground river-channel for an inland lake, and carries a stream of fresh water into every house in a crowded capital. Many a slate full of vulgar fractions has been figured out, to enable our neighbours in Boston to sip a glass of Cochituate.

Then come the elements of natural philosophy and natural science, the laws of organic and inorganic nature, of which something is taught in our common schools, is it wonderful that a community, in which this knowledge is diffused, should multiply itself a hundred fold? I mean is it wonderful that one well taught man should do the work of uninstructed thousands? Mythology tells us of Briareus with his hundred hands, and Argus with his hundred eyes;—but these are only faint images of the increased and sharpened vision which knowledge imparts to the well educated. M. Agassiz sees a great deal more with his two eyes, than Argus did with his hundred. Mr. Bond beholds a satellite of Neptune in the depths of the heavens,—three thousand millions of miles from the sun,—a body perhaps not five hundred miles in diameter,—as easily as the diver beholds a pearl oyster in seven fathoms of water. No Titan that fought with Jupiter, and piled Ossa upon Pelion, had as much strength in his arm, as the engineer has in his thumb and finger, when he turns the screw that lets the steam into the cylinder of his engine. What is there in the Arabian Nights like the skill of the metallurgist, who converts a shapeless clod of iron ore into the mainspring of a watch? What was there in Michael Scott's book to compare with the practical necromancy of the chemist?

Now these are the branches of knowledge of which the elements are taught at our schools; and need I urge that such a control of the signs of thought,—such a possession of the keys of knowledge,—such a consciousness of power over nature as results from this acquaintance with her mysteries, is quite sufficient in the aggregate to give a character to a community,—not certainly to produce wonderful effects in each individual,—but in their united and continuous operation to promote the prosperity of a State.

THE EFFICIENCY OF A SCHOOL SYSTEM NOT DEPENDENT ON A LARGE SCHOOL FUND.

In the Appendix to the last *Report of the Superintendent of Schools for the State of Connecticut*, we find a "PRIZE ESSAY on the Necessity and Means of Improving the Common Schools of Connecticut." The following extracts from this valuable Essay, deserve the attention of every friend of Education in Canada, not merely for the statistics contained in them, but for the practical instruction which they convey, as to the essential elements of an efficient system of public education:—

There was a time when the Common Schools of Connecticut were esteemed the best in the world, and when Connecticut, on account of her system of public education, was the brightest spot in all

Christendom. Connecticut gave to the world the first example of a government providing a munificent fund for the education of every child within its limits, and of securing the benefits of this provision equally and forever to the humblest as well as to the highest, to the poorest as well as to the richest. She connected with this fund a system of general and minute supervision, good for its time, to preserve the fund from abuse and misapplication, and to give thoroughness and efficiency to its actual workings. It was a system suited to the state of society then existing—to the staid and sober habits of the people. It answered in a good measure, its design. It made teachers and parents both feel their responsibility.

The results of this school system, were great and good. Every hamlet in Connecticut of no more than twenty houses, whether spread out upon the plain, or crowded into the valley, whether sprinkled along the sloping hill-side, or wedged in among the brown rocks of some wild ravine, could show its district school-house, which was regularly opened for many months in the year. There was hardly to be known the son or daughter of Connecticut, who could not read and write. It was the rarest of all things to see one who had not received a good elementary education.

This was reported to the honour of Connecticut throughout the Christian world. The lover of his race, who had been rewarded for his zeal for the elevation of his countrymen, by a life-lease in a Prussian or Austrian dungeon, saw his prison wall all light about him when he thought of the one government in the world that had provided efficiently for the education of the humblest child, and gathered hope for the time, when his government and all governments should do the same. In our own Union, the other States were reproved for their negligence, and spurred on to their duty by the example of what Connecticut had been the first to perform. The emigrant mother in Vermont or Western New-York, as she looked around upon her untaught boys and girls, sighed for the schools of Connecticut and was ready to exchange the rich fields that were beginning to look so luxuriant about her, for the most rocky farm within the limits of a Connecticut school district.

But within the last twenty years a change in all these respects has taken place. Connecticut no longer holds the same high position which she once did. Austria and Prussia have provided their subjects with an efficient and successful Common School system. Other governments in Europe are slowly awaking to their duty and interest in respect to the same high matter. Despotism even is striving to make peace with its wronged and outraged subjects, by giving, in return for the civil rights which it withholds, the substantial blessings of universal education. Many of the States of our own Union are giving themselves to this cause with a zeal and energy which show them determined to make amends for past neglect and torpor. In Massachusetts, Ohio, New-York, Georgia, Rhode-Island, and many other States, vigorous and successful efforts are made. School funds are accumulated; taxes are readily imposed and cheerfully paid; Boards of Education are instituted; periodicals are circulated; public lectures are given; Normal Schools for the instruction of teachers are provided; teachers' conventions and institutes are attended with zeal and profit. These, and other signs, show beyond question, that there is a strong movement in the public mind; that the people are being aroused. In some States and parts of States this interest is well-nigh enthusiastic.

But Connecticut! where is Connecticut the mean while? Where is she, who was once the star of hope and guidance to the world? She was the first to enter the lists, and was the foremost in the race. Is she foremost now? Whatever may be the truth of the case, it is certain, that she is not thought to be in the other States. It is the general opinion, *out of Connecticut*, that she is doing little or nothing; and, whereas, a few years since, her name was mentioned in connection with Common Schools, with honour, only; it is now, in this connection, coupled with expressions of doubt and regret, and that by wise and sober men. Her large State endowment is described as having put her effectually asleep, as having sent her to "Sleepy Hollow," from the influence of which, when she is aroused for a moment, it is to talk of her noble School Fund and James Hill-house, just as Rip Van Winkle did of his neighbours who had been dead forty years. The School Fund is quoted every where *out of Connecticut*,—we venture to say it is quoted in every other State in the Union, as a warning and example to deter them from giving the proceeds of their own funds, except only on the condition, that those

who receive shall themselves, raise as much as they take, and report annually as to the results. Those who go from other States into Connecticut, can hardly credit the testimony of their own senses when they are forced to believe the apathy that prevails. Every newspaper and lecturer *out of Connecticut*, high and low, ignorant and knowing, sneers at the Connecticut School Fund, and the present condition of the Connecticut schools.

Are the people of Connecticut aware that this is the case? Do they know what the people of other States think and say of them? Do they believe that what is thought and said is true and deserved? We can hardly believe that they are generally aware of the bad repute into which their schools have fallen. Or if they are informed in respect to it, they do not believe that they merit so bad a name. The majority are too well contented to leave their schools as they are. They persuade themselves that their school system works as well as any public school system can be expected to work; that notwithstanding all that may be said out of the State against the schools of Connecticut, these schools are better than those of any State in the Union. They are opposed to any agitation of the subject. They will give their hearts to no strong and united effort to improve their schools. On the other hand, those who know that our schools are inferior to those of some of the other States, and who see clearly, in the prevailing apathy, the certain signs of a still greater degeneracy, are almost discouraged to hope for any great and permanent improvement. Neither of these classes are wholly in the wrong, nor wholly in the right. It is not true, that the schools of Connecticut are as good as those of certain other States. It is not true, that our public school system is as good, or is managed as efficiently as the systems of many other States. There is not only danger, but a certain prospect, that if things remain as they are, the schools of Connecticut will degenerate still more, and Connecticut will be dishonoured more and more, in the comparison with her sister States. It is not true, indeed, that all the hard and contemptuous things that have been said about our schools and our school fund are just and deserved, but the facts can be brought to prove that there is too much ground for them, and that the public apathy on this subject is inexcusable and fraught with evil.

What then is the condition of the Common Schools of Connecticut? Facts are stubborn things. We present the following, in which the contrast is strikingly exhibited:—

First, as to appropriations for school purposes. Money is the sinews of education as of war. The willingness to appropriate money shows zeal for any cause. Connecticut, in 1795, set apart for school purposes a large and increasing fund for the support of schools, which now amounts to \$2,070,000, and divides \$1.40 for every scholar between the age of 4 and 16. Besides this, there are the town deposit-fund and local funds. Instead of annexing to the reception of their annual dividend the condition of raising a specified sum, the annual taxation was gradually diminished, till in 1822 it ceased altogether. In 1845, it is not known that a single town or school society in the State, raised a tax for school purposes by voluntary taxation. In a few of the large city districts, a small property-tax is collected, and applied to the wages of teachers, but not amounting in the whole State to \$9,000, or 3 cents to each inhabitant, or 10 cents to each child between the ages of 4 and 16.

Massachusetts and New-York, as the capital and dividend of their school funds have increased, have, at the same time, increased the sums to be raised as a condition of receiving the dividend of their funds. From 1835 to 1845, the capital of the Massachusetts Fund was increased from \$500,000 to \$800,000. During the same period the amount annually raised in towns by tax, for the wages of teachers, has advanced from \$325,320 to near \$600,000. The statute of 1839 requires that \$1.25, for every child between the age of 4 and 16, should be raised and actually expended for the purposes of instruction in each town, whereas, more than \$3.00 for every child of the above age was actually raised by tax in 1845 in 53 towns, more than \$2.00 in 190 towns, and \$2.99 is the average through the State. \$2.99 is the average in Massachusetts and 10 cts. in Connecticut. It is instructive to look over the list of towns as arranged in the school returns of Massachusetts for 1846. The town standing first is a new town just out of Boston, which raises \$7.64. The town numbered 8 is an unpretending agricultural town in Worcester county, which raises \$4.82. The town num-

bered 30, a small town, raises \$3.77. The town numbered 280 raises by tax \$1.43 per scholar, which is 3 cts. more than every scholar in Connecticut receives from the School Fund.

In New-York, when the legislature in 1838, virtually increased the capital of the School Fund from \$2,000,000 to near \$5,000,000, the obligation on the part of the towns, to raise an amount equal to that distributed was not removed. Thus, while the appropriation by the State was increased from \$100,000 in 1835, to \$275,000 in 1845, the amount required to be raised by tax in the towns increased in the same proportion, viz., from \$100,000 to \$275,000, and the amount voluntarily raised by the towns and districts in 1845, more than quadrupled the amount raised in the same way in 1835.

In Rhode-Island, the State appropriation has increased from \$10,000 in 1829 to \$25,000 in 1845, while the towns in 1829 received the State appropriation unconditionally, but are now required to raise a third as much as they receive.

In Maine, 40 cts. must be raised for every inhabitant, which is perhaps more than is required in any other of the New-England States.

Second, as to the supervision of schools. The first effort, to set apart a class of officers for the special duty of visiting schools and examining teachers, was made by Connecticut in the school law of 1793, and there Connecticut has left the matter, except that the towns may now make returns to the Commissioner of the School Fund, who is also Superintendent of the schools. In the mean time other States have taken the suggestion from Connecticut and improved upon it. Massachusetts has a State Board of Education, with one individual devoting his whole time to collecting facts and diffusing information for the improvement of schools. New-York has not only a State Superintendent, but a school officer for each county, and a Superintendent for each town. \$28,000 was paid in 1844 as salaries to the County Superintendents. Vermont and Rhode-Island have recently adopted the system of State, County, and Town Superintendents.

Third, as to the education and improvement of teachers. The first elaborate effort to call public attention in this country to the importance of Normal Schools or Teachers' Seminaries, was made by Rev. T. H. Gallaudet, in a series of essays published in Hartford, in 1825. Massachusetts put this idea into actual being. By the offer of \$10,000 from Hon. Edmund Dwight, of Boston, the legislature unanimously appropriated an equal amount for the annual expense of three Normal Schools for three years, and at the close of the third year, provision was made for the erection of buildings and the permanent support of these schools. In New-York, a State Normal School has been established in Albany, and \$10,000 annually appropriated for this object.

The first assembly of teachers, like those now known as Teachers' Institutes, ever held in this country, was held at Hartford in 1839, and it is believed to have been the last but one held in Connecticut. This important agency has since been introduced into New-York, Ohio, Massachusetts, New-Hampshire, and Vermont. In New-York more than 6,000 teachers assembled in the different counties in the autumn of 1845. In Massachusetts, \$2,500 have been appropriated by the legislature for their encouragement during the current year.

Fourth, School-houses. The first essay which is known to have been prepared to expose the evils of school-houses badly constructed, warmed, lighted, and ventilated, was read at a State Convention of the friends of education in Hartford, in 1830; and for nearly 9 years after, five school-houses only in the State are known to have been repaired and built in accordance with its suggestions. The same essay was read and published in Boston, in 1831, and was followed by immediate attention to the subject in different parts of the State. In 1838, a new impulse was given to this kind of improvement by Mr. Mann's Report on the subject, and from that time till 1844, the amount of \$634,326 was expended for the construction and permanent repairs of school-houses. Within the past two years, one-third of the school districts of Rhode-Island have repaired old school-houses or constructed new ones after improved plans. Since 1838, more than \$200,000 has been expended in this way.

Fifth, School-libraries. The first *juvenile library* perhaps, in the world was established in Salisbury, Conn., more than half a century since, and the originator of the school district library enterprise was a native of this State. This is about all that Connecticut is known

to have done in this department. In 1838, New-York appropriated a sum equal to about \$5 for every school district, or \$53,000 for the whole State, on condition that a like amount should be raised by the several towns, both sums to be spent in the purchase of books for school district libraries. Six years after this law passed there were more than one million and a half of volumes scattered through every neighborhood of that great State. Massachusetts, for one year, appropriated the income of its school fund for this object on certain conditions, and at this time every school district is supplied with a library open to all the children and adults of the community.

We adduce these statistics as testimony concerning the degree of interest which is felt in Connecticut on this subject, compared, with the zeal that prevails in the above named States. We discuss not here the importance or the wisdom of these measures. We have other testimony still more direct. It comes from the people themselves. Let any man study the returns of the school visitors as reported to the legislature in 1845, let any man study the reports now on file in the Commissioner's office for the year just closing, and he will receive one uniform and desponding confession in respect to the apathy that prevails—like an atmosphere of death. Particular defects are named and remedies are suggested, but the want of public interest is uniformly named as the worst and most disheartening evil. Then let him contrast these returns with those of many other States, and what a change will he notice. On the one hand is heard the voice of declension and despondency, on the other, the language of progress and hope.

But this does not exhaust the evidence. Those who go from Connecticut into other States, and from them into Connecticut, feel a shock in the transition. It is like going from a cellar into the sunshine, or from the sunshine into a cellar. We know an intelligent gentleman who has seen his scores of years, who has recently removed from Rhode-Island into the "land of steady habits," and can hardly understand or believe that the apathy which he finds, can be a reality. The writer has within a few years made the change the other way, from Connecticut to the Bay State. He too has been forcibly impressed with the contrast. In one particular, this contrast is very striking. In Connecticut, the people have been persuaded, that to be taxed for the support of Common Schools, is a levy upon the poor, for the schools of the rich. In Massachusetts, the people know that all such taxes are a lawful tribute from the rich, for the benefit of the poor. We have seen in the latter State, in a crowded town meeting, a thousand hands raised as by magic, to vote the largest of two sums named by the school committee, a sum which was nearly a dollar for every individual of the entire population, men, women, and children. The motion was made by one of the wealthiest men in the town, whose own children were too old to attend the public school. It was supposed by others wealthier than he, and having no interest of their own in the schools. A proposition to set apart five hundred dollars as a fund to be distributed to the feebler districts, at the discretion of the town committee, was moved in the same way, and carried without the show of opposition. In the same town, the year following, the school tax was increased by two thousand dollars, though the most important district had ten days before taxed itself nearly nine thousand dollars for land and a building for a high school. This occurred in a town by no means the foremost to engage in school improvements, and not even now the most conspicuous for its zeal or its expenditures. In Lowell, Salem, Worcester, Springfield, Roxbury, and in towns of less importance, the public school-houses are the best buildings in the town, inviting without for their aspect of beauty and solidity, and within for their convenient apartments and their abundant apparatus. We have seen something of the working of this school system for years. We have observed the conscientious and honourable pride felt in the public schools, by those influential for wealth and talent, who give to these schools their influence, and send to them their sons and daughters. What is of far more consequence and interest, we have freely mingled in the families of those in humbler life, and learned from the lips of parents their high sense of the value of these schools which cost them little or nothing, and which promised to give their children all the education which they desired. We have heard from the mother of a large family of boys, hearty regrets, that her sons must be removed from the school by the departure of the family from town. Seeing these things, we could not but conclude that public schools may attain high perfection, and that such schools are the choicest of earth's blessings.

ALPHABETICAL INDEX

TO THE COMMON SCHOOL ACT FOR UPPER CANADA.

13TH AND 14TH VICTORIA, CAP. 43.

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SUPERINTENDENT—LOCAL—To act as Arbitrator relating to sites, or appoint person in his behalf—XI. . . . may consent to establishing a Female School in any Section—XII. 5. . . . may give Teachers certificates of qualification, to be valid only until 1st January, 1851—XV. . . . to act as Arbitrator in disputes between Teachers and Trustees—XVII. . . . to attend Meetings of Reeves of Townships parts of which are intended to be formed into Union Sections—XVIII. 4. . . . in Cities and Towns, to be appointed, and salary fixed by Board of Trustees therein—XXI and XXIV. 4. . . . One, at least, to sign all certificates of qualifications to Teachers made by County Board of Public Instruction—XXIX. 2. . . . to receive at least one pound, annually, for each School under his charge, with any additional allowance from County Council—XXX. . . . to apportion the money allotted to each Township in his charge, among the Sections thereof entitled to receive it, according to the mean average attendance of pupils—XXXI. 1. . . . To give each qualified Teacher on the order of his Trustees, a cheque on County or Sub-treasurer for any sum due to his Section, on certain conditions—XXXI. 2. . . . To visit each Common School in his jurisdiction at least once a quarter, examine into state and progress of Schools, and give such advice as he shall judge proper—XXXI. 3. . . . To deliver in each School Section an annual Public Lecture on Practical Education; to do all in his power to animate all parties interested, to improve the Schools, and secure universal and sound education—XXXI. 4. . . . To see that the Schools are managed according to law; to recommend authorized text-books, and facilitate the procuring of them, and prevent the use of others—XXXI. 5. . . . To attend all meetings of County Board of Public Instruction; to meet and confer with Chief Superintendent in his official visits to such County—XXXI. 6. . . . To decide all questions on School matters submitted to him; to refer if he thinks proper any question to Chief Superintendent—XXXI. 7. . . . To suspend Teachers' certificates for any sufficient cause until next meeting of County Board of Public Instruction, (of which meeting he should give due notice to such Teacher)—XXXI. 8. . . . To observe all lawful instructions; to give information on school matters to Chief Superintendent; to furnish County Auditors with the Trustees' orders for which he has given cheques; to deliver all school papers to order of County Council on retiring from office—XXXI. 9. . . . To prepare and transmit to Chief Superintendent, on or before 1st March an Annual Report in the form provided—XXXI. 10. . . . **DISTRICT, CITY, TOWN AND TOWNSHIP**—Liability of—not effected by repeal of former Acts—I. . . . May recommend aid to new or needy Sections; their lawful orders to Teachers to be paid by Treasurer by 14th December, whether County Assessment paid or not—XXVII. 1. . . . To be appointed annually by County Council; not to have oversight of more than one hundred schools—XXVII. 3. . . . Lawful orders of—to be paid to any Sub-treasurer—XXVII. 4. . . . in each County and Circuit, with Trustees of Grammar School in each, to form a County or Circuit Board of Public Instruction—XXVIII.

SUPERINTENDENT OF SCHOOLS—CHIEF—Governor to appoint from time to time, by Letters patent under the Great Seal—XXXIV. . . . duties of—(in part) to apportion, annually, on or before 1st May, all moneys granted by Legislature to Common Schools in the several Counties, Townships, Cities, Towns and Villages—XXXV. 1. . . . To give notice of such apportionment to the Clerk of each County, City, Town and Village, stating the time when the same will be payable to the Treasurer thereof—XXXV. 2. . . . To prepare forms and give instructions for proper making of all Reports—XXXV. 3. . . . To see that all School moneys are duly applied according to law; to decide all School matters submitted to him; to apply forfeited balances to making up salaries of the Teachers in the County to which apportioned—XXXV. 5. . . . To appoint a Deputy; and to appoint one or more persons to inquire into School matters in the County where they reside, who shall report to him; such Special Inspector to serve gratuitously—XXXV. 6. . . . To recommend and endeavour to provide proper text-books—XXXV. 7. . . . To promote establishment of School Libraries; to provide and recommend the adoption of suitable plans of School-houses, and diffuse useful information on educational subjects—XXXV. 8. . . . To apportion money granted for School Libraries—XXXV. 10. . . . To appoint persons to conduct Teachers' Institutes and prepare rules and instructions for regulating their proceedings—XXXV. 11. . . . To make Annual Report to Governor—XXXV. 13. . . . To be a member of Council of Public Instruction—XXXVI. . . . To deduct, in case any local municipality raise a less sum than that required by law, a sum equal to such deficiency from the apportionment of the following year—XL. . . . may on recommendation of Teachers of Normal School, give to Students of Normal School a certificate of qualification which shall be valid throughout Upper Canada until revoked—XLIV.

BORETTIES OF SECRETARY-TREASURER—Remedy against—not to be impaired by summary proceedings against such Secretary-Treasurer for recovery of moneys, chattels, &c.—XLIII.

SUSPENSION OF A Teacher's Certificate to relieve Trustees from obligation to continue him in their employment—XXXI. 8.

TEACHERS not eligible to the office of Trustee—VI. 3. who shall keep false registers, or make false return to obtain undue sum, to forfeit £5 each, or may be tried for misdemeanor—XIII. The word shall include female as well as male Teachers—XLVIII. not deemed qualified unless holding certificate of qualification from County Board of Public Instruction at the time of engaging with Trustees, and when applying for salary; (Proviso: Certificate of Local Superintendent valid until 1st January, 1851—XV. Certificates of qualification to be granted by County Board of Public Instruction (which see)—XXVIII. to be arranged into three Classes by County Board of Public Instruction—XXIX. 2. to be paid School money by Local Superintendent on orders of Trustees—XXXI. 2. Classification of— to be regulated by Council of Public Instruction—XXXVIII. 4. Duties of— to teach according to law, and their engagement with Trustees; keep daily, weekly, and monthly or quarterly registers; maintain discipline; keep visitors' book (to be provided by Trustees,) and to present it to visitors to enter their remarks therein—XVI. 2. To have quarterly examinations, and give due notice thereof to Parents, Trustees and Visitors—XVI. 3. To furnish information to Local or Chief Superintendent—XVI. 4. To keep carefully and deliver to Trustees when leaving, the Registers and Visitors' books, and give Trustees and Visitors free access to such—XVI. 5. entitled to be paid at the rate in this agreement until they have been paid their whole salary—XVII. and Trustees, disputes between, to be settled by arbitration—XVII. student to receive free tuition in Model Schools—XVIII. 2. in Cities and Towns to be employed, and salary, terms, and duties to be fixed by Board of Trustees—XXIV. 4. to be paid by orders of Board of Trustees on Chamberlain or Treasurer—XXIV. 8.

TEACHERS' SALARY—manner of paying—to be decided at Annual Section Meeting (or special Section Meeting see XII. 7)—XV. 4. certificate of qualification may be suspended by Local Superintendent for any cause he may deem sufficient; such suspension (or cancelling) to relieve Trustees from obligation to retain him in their employment—XXXI. 8. TEACHERS' INSTITUTE—Governor in Council may appropriate £25 to any County to encourage, under certain regulations and conditions—XLI.

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TREASURERS—COUNTY OR SUB—to pay orders of Local Superintendents to Teachers, for the portion of their salary, payable out of County assessments, on or before the 14th December in each year—XXVII. 1. COUNTY—to pay salary and allowances to Local Superintendents quarterly—XXX. Annual grant of School money payable to—on or before the 1st July in each year—XLI. OF CITIES AND TOWNS to receive all moneys collected for School purposes, and pay orders of Board of Trustees—XXIV. 7. to pay orders for the portion of Teachers' salaries, payable out of City or Town assessments, on or before the 14th of December in each year—XXI. Annual Legislative grant of School Money payable to—on or before the 1st of July in each year—XLI.

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and if not satisfactory, the meeting to appoint one and Trustees another Arbitrator, and these may choose a third; their decision to be final, and may be enforced by warrant to Collector; sums thus collected, applicable to general School purposes—XII. 18. to prepare and transmit, annually, before 15th January, a Report to Local Superintendent, signed by a majority, according to supplied form—XII. 19. who shall knowingly sign false report, to forfeit five pounds, or be tried for misdemeanor—XIII. OF TOWNSHIP MODEL SCHOOLS—Members of Township Council to be—with same powers as Trustees of Common Schools—XVIII. 2. of united sections, to be chosen in same manner as for new sections—XVIII. 4. to call special section meetings, to alter or unite two or more sections—XVIII. 4. OF SEPARATE SCHOOLS—None but parties petitioning or sending to such school, to vote at election of—to be chosen in same manner as Trustees of Section School, and to have same powers and responsibilities—XIX. of Common Schools not to include in returns of children of school age in their sections, the children attending separate Schools—XIX. to call public meetings at the request of the resident householders in the several sections of a Township, to give opportunity to the board of Trustees; where all the Schools are so united, Trustees to have same powers and obligations as in Cities and Towns; one Trustee to be chosen for each ward, if Township be divided into wards, if not, the whole to be chosen by the whole Township—XX. to give orders for school money on Local Superintendent to qualified Teachers—XXXI. 2. may, in the event of any Secretary-treasurer wrongfully withholding books or papers, or refusing to pay over moneys, make affidavit of such wrong before any Justice of Peace and majority may apply to Judge of County Court to obtain redress, or the punishment of the offender—XLIII.

TRUSTEES—BOARD OF—in Cities and Towns, or Incorporated Villages, to authorize establishment of separate Schools for Protestants, Roman Catholics, or Coloured People, on written application of twelve heads of families; to prescribe limits of sections for such Schools; make same provision for holding first meeting for Trustee election as for new section; provided the Teacher in the section school is of different religion from applicants—XIX. Two—in Cities and Towns to be elected by majority of all the taxable inhabitants in each ward: one Trustee to retire, second Wednesday in January after his election; the second to hold office one year longer—XXII. to be a Corporation—XXIV. to appoint annually, or oftener, a Chairman, Secretary, Superintendent of Schools, and one or more Collector of rates (if required); to appoint times and places of meetings, mode of calling them, of conducting and recording proceedings, and keeping their accounts—XXIV. 1. to hold School property, and accept and hold all property acquired or given for school purposes, by any title; to manage or dispose of such, and all moneys for school purposes—XXIV. 2. to purchase or rent school sites and premises, to procure apparatus and text-books, and establish school libraries, if judged expedient—XXIV. 3. to fix number and kind of Schools, Teachers to be employed, and terms, salary, and duties of such Teachers; salary of Superintendent appointed by them, and his duties; to adopt such measures as they may see fit, in concurrence with the Trustees of Grammar School, for uniting one or more of the Common Schools with Grammar School—XXIV. 4. to appoint, as often as expedient, a Committee of three, to take charge of each School—XXIV. 5. to prepare and lay before Council of City or Town, estimates of sums required for entire or partial support of Schools, Libraries, and all other necessary expenses—XXIV. 6. may levy Rate-bills upon parents and guardians of pupils, and employ same means for collecting as Township Trustees; moneys thus collected to be paid to Chamberlain or Treasurer, subject to order of Board—XXIV. 7. to give orders to Teachers Creditors, on Chamberlain or Treasurer—XXIV. 8. to call annual or special meetings in same manner as Township Trustees; persons elected to fill a vacancy to hold office only during remainder of term of predecessors—XXIV. 9. to see that Schools are duly supplied with authorized text-books; to appoint Librarian, and take charge of Libraries—XXIV. 10. to have their schools conducted according to law; to publish in newspapers or otherwise, an annual report; to transmit before every 15th of January, to Chief Superintendent, an annual report, made in prescribed form and signed by majority—XXIV. 11. FIRST ELECTION OF—to take place first Tuesday in September, 1850; Trustees then elected to be subject to all obligations of displaced Trustees, and invested with the powers of this Act to fulfil same and perform their lawful duties—XLVII. IN INCORPORATED VILLAGES, elected according to this Act, to succeed to all the rights and obligations of present Trustees; to be a Corporation, and have same rights and obligations as Boards of Trustees in Cities and Towns—(see Villages)—XXVI. OF COUNTY GRAMMAR SCHOOL, and the Local Superintendent or Superintendents in each County, to form County Board of Public Instruction—(see County Board of Pub. Instruc.)—XXVIII.

U

UNION OF TWO OR MORE SECTIONS—Township Councils may cause, at request of special meeting—United Sections to have same claim to share of fund as if not united; School property of United Sections may be sold if not required—XXVII. 4. SECTIONS may be formed of parts of two or more Townships by Reeves and Local Superintendents, at meeting appointed by two Reeves, after due notice; section to be one section for Trustee elections, and in respect of superintendence and taxing for school-house, to belong to Township in which school-house may be situate—XVIII. 4.

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VACANCIES in office of Trustees, to be filled at special section meeting, and persons chosen to hold office only during unexpired part of term of predecessors—XII. 12. in Board of Trustees in Cities and Towns, to be filled at special meeting, and Trustees chosen to retain office only during unexpired part of term of predecessors—XXIV. 9.

VILLAGES—INCORPORATED—Municipalities of—to possess and exercise same powers and be subject to same obligations as City Councils, with regard to school moneys and libraries—XXV. FIRST ELECTION OF TRUSTEES IN—to be held on second Wednesday in January, 1851, at the place of last election of Councillors, under same Returning Officer, and to be conducted in same manner as municipal election; six resident freeholders or householders to be chosen as Trustees, who shall be divided by lot into three classes of two each, the first class to hold office one year, the second two years, and the third three; retiring Trustees to be eligible to re-election, with their consent; two Trustees to be elected annually, in like manner to supply place of two retiring Trustees; first annual meeting for such election to be called by the Town Reeve, who shall post notices in six public places, six days before election—XXV. TRUSTEES IN—elected under this Act, to succeed to the rights and obligations of present Trustees; to be a Corporation, and to have same powers and obligations as Boards of Trustees in Cities—XXVI.

VISITORS—SCHOOL—who are and where—XXXII. to visit all Public Schools in such Townships, &c.; to attend examinations; examine state and management of Schools; to give advice in accordance with the prescribed regulations; any two may call a general meeting of visitors in Township, City, Town, or Village, and thus assembled, to devise means for the efficient visitation of Schools; to promote establishment of libraries and diffusion of useful knowledge—XXXIII.

VISITS of Local Superintendent to be made at least once a quarter to each School—XXXI. 3.

VOTERS at Section Meetings, if challenged, to make declaration; if they refuse their votes to be rejected; any voter making a false declaration, to be guilty of a misdemeanor—VII.

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WARRANT to collect School-rates may be given by Trustees to their Collector—XII. 8.

JOURNAL OF EDUCATION.

TORONTO, SEPTEMBER, 1850.

JOURNAL OF EDUCATION.—We observe that certain newspapers have represented this *Journal* as a source of pecuniary gain to the Head of the Education Office, and that such was the design of the provisions of the new School Act, authorizing and requiring each Trustee Corporation to procure annually for the benefit of their School Section, a copy of some periodical exclusively devoted to education.

Persons who are conscious of no higher than pecuniary motives of action, are, of course, incapable of conceiving higher motives in the conduct of others. Such persons are rather to be pitied than reasoned with. And persons who have sought, by every means at their command, for years past, to misrepresent and oppose any public school system sanctioned by the example and experience of other countries, republican as well as monarchical, may be expected to use their utmost efforts to oppose even the circulation of a *Journal of Education*, though the responsibility and labour of editing and publishing that *Journal* be a *gratuitous* contribution to the cause of intellectual and social progress. Several months since, when injurious imputations of a pecuniary character were made against the Chief Superintendent of Schools, by one of the newspapers which have put forth this new charge, he wrote a private note to the proprietor of that newspaper, offering to show him all the books of the Education Office in which the moneys referred to were accounted for, and the mode of accounting for them. That offer was not accepted; but in the columns of the same paper similar imputations have been reiterated again and again down to the present time. Candid persons of all parties can judge, whether such imputations are put forth with a view of propagating truth and promoting the public interests, or of gratifying animosity and advancing objects which it might not be prudent to avow.

The Chief Superintendent of Schools being an officer of the Government, and the *Journal of Education* recognized as the medium of official notices of the Department, the Government have a right to ask, at any time whether he, or any officer in the department derives any pecuniary advantage from the publication of the *Journal*; and it is quite competent for any member of the Legislative Assembly to ask for information, or to move for a committee to examine every person connected with the Education Office on every particular connected with the receipts and expenditures of money relating to the *Journal of Education*. There can therefore be no difficulty at any time hereafter, as there has been none heretofore, in ascertaining whether the Chief Superintendent of Schools ever derives one farthing's advantage from the *Journal of Education*.

Let any person read the three volumes of the *Journal of Education* which will soon be completed, and before he shall have half accomplished his task, he will be able to form a strong conception of the labour required simply to prepare the matter for the publication, apart from the additional labour required in correcting the proofs, keeping the accounts, and addressing the monthly numbers of such a periodical. That labour has been voluntarily performed by those connected with the Education Office without a farthing's remuneration during nearly three years; and it will be so performed in time to come. Such a course of proceeding may merit the further reward of opposition, misrepresentation and abuse in the feelings and policy of some three or four newspaper editors; but we hope such feelings are confined, in a great degree, to the writers themselves, and are duly appreciated by the public at large.

It would add much more to our satisfaction than to our labour, should a greatly increased circulation of the *Journal of Education* enable us to increase the amount of matter which it contains, to add engravings or illustrations in different branches of natural history, as well as of arts and science, and to secure literary correspondents both in the United States and in Europe—thus obtaining brief periodical accounts of the progress of educational systems and general knowledge in all educating countries. But of this much all parties concerned may be assured,—that they shall have every reasonable facility from time to time to satisfy them of the fact,—that the officers of the Education Department will derive no pecuniary benefit from the *Journal of Education* under any circumstances whatever, and that as long as it shall continue under its present manage-

ment, the amount of subscriptions will be expended in defraying the expenses connected with the mechanical departments of the *Journal*, and in adding to the value of its pages.

We hope the newspapers that have inserted the imputations above referred to, will have the fairness to insert this brief and general reply to them.

SCHOOL ARCHITECTURE IN UPPER CANADA.—The 41st section of the School Act authorizes the expenditure of "a sum not exceeding two hundred pounds in any one year to procure plans and publications for the improvement of School Architecture and practical science in connexion with Common Schools." By the sanction of His Excellency the Governor General, in Council, the Chief Superintendent of Schools has procured 400 copies of the Hon. HENRY BARNARD's unrivalled work on *School Architecture*, and will soon have the pleasure of presenting a copy to each of the County, Township, City, Town, and incorporated Village Councils, or School Corporations, in Upper Canada. This work contains the designs for school houses which have been recommended by the Educational Committee of the Privy Council in England, as well as the best designs for the school houses which have been built in the United States. The Hon. JAMES WADSWORTH has purchased 1,000 copies of it, in order to supply each town and township in the State of New-York with a copy. The following passage from the last annual Report of the Hon. S. W. BEERS, late Superintendent of Public Schools in the State of Connecticut, will give some faint idea of the extent and value of this work:—

"A copy of a Treatise on School Architecture, an octavo volume of nearly four hundred pages, containing upwards of three hundred illustrations, and embracing all the important improvements which have been made in the last few years in the construction of school-houses for schools of every grade, from the infant school to a Normal School, with the best modes of heating, warming, and ventilating the same, was procured by the Superintendent under the authority of a Resolution of the last General Assembly, and forwarded for general reference to the Clerk of each School Society, [of a Township] with the directions for its use and preservation. The want so long felt of a suitable treatise in which all the latest information in regard to the principles to be observed, and the purposes to be fulfilled in a school-house, should be embraced, with suitable plans for the construction and arrangement of seats, desks, warming, and ventilating apparatus, are well supplied in this work."

PREMISES AND BUILDINGS FOR THE NORMAL SCHOOL, U. CANADA.—In the last number of this *Journal*, we adverted to the gratifying fact, that our Legislature, at its late Session, had appropriated £15,000 or \$60,000 for procuring a site and erecting buildings for a Provincial Normal and Model School. A site has been purchased, consisting of nearly eight acres of ground, beautifully situated in a central part of this city—composing an entire square, bounded on the North by Gerrard Street, on the East by Church Street, on the South by Gould Street, and on the West by Victoria Street. This valuable piece of ground has been purchased for the moderate sum of £4,500. This ground will afford facilities for a Botanical Garden—the proper accompaniment of the Normal School Lectures in Vegetable Physiology; also for Agricultural experiments on a limited scale—an appropriate illustration of the Normal School course of instruction in Agricultural Chemistry and Science.

The Council of Public Instruction has also advertised for Designs and Plans for the Normal and Model School Buildings, including Rooms for a School of Art and Design,—offering liberal premiums, so as to ensure the contributions of the highest architectural science and skill in the country. Several excellent and magnificent designs and plans have been presented; and the Council of Public Instruction has approved of one, chaste and simple in style, and most admirably arranged in its various apartments—designed (besides the rooms for School of Art and Design) to accommodate 200 student-teachers in the Normal School, and 600 pupils in the Model Schools—the schools of practice for the Normal School, and the model for the Common Schools of the Province.

Some persons have thoughtlessly, or for want of proper information, objected to the appropriation for the permanent establishment of this first College in Upper Canada for the education of the people at large. The following testimonies of neighbouring experience will, it is hoped, remove any remaining doubt from every candid mind on this subject.

The Secretary of the Massachusetts Board of Education, in his last Annual Report, remarks as follows:—

"On a careful review and inspection of all that has been done within the last twelve years, to improve the Common Schools of Massachusetts, and of the special instrumentalities by which these improvements have been effected, I cannot refrain from assigning the first place, in adaptedness and in efficiency, to our State Normal Schools. Without these, all other labours and expenditures would have yielded but a meagre harvest of

* The title of the work is as follows:—"School Architecture, and Contributions to the Improvement of school-houses in the United States, by H. Barnard, Commissioner of Public Schools in Rhode Island. New-York. Published by A. S. Barnes, & Co, 1847.

success. . . Common Schools will never prosper without Normal Schools. As well might we expect to have coats without a tailor, and hats without a hatter, and watches without a watchmaker, and houses without carpenter or mason, as to have an adequate supply of competent teachers without Normal Schools."

The Executive Committee of the New-York State Normal School remark :

"In closing this Report, the Committee would embrace the opportunity of reiterating the expression of their confidence in the Normal School. After the lapse of another year they are happy to say that nothing has occurred to diminish their confidence in the system, but on the contrary, much has come under their observation which has served to deepen former impressions of the absolute necessity of the Normal School to give completeness and efficiency to our Common School system."

In the mean time, the Chief Superintendent of Schools for Upper Canada is about to proceed to the United States and Europe, in order to make the preliminary arrangements for procuring and introducing County, Township, City, Town, Village, and Section School Libraries throughout Upper Canada, according to the plan submitted by him in a letter addressed to the Provincial Secretary, dated 16th July, 1849, printed in the Correspondence on the School Law, (pages 55-57) lately laid before the Legislature, and also published in this *Journal* for June, pp. 88, 89; and he hopes to be able, in the course of next summer and autumn to visit each of the several Counties in Upper Canada, in order to give practical effect to the preparations for these measures for the establishment of Public Libraries, and to advance the various objects of our School system.

We confidently trust, by the Divine Blessing, that Upper Canada will yet be second to no country in America in intellectual advantages, and in the education and intelligence of its people. Some persons have viewed it as quite utopian and presumptuous for us to think of emulating the neighbouring States in our educational institutions and progress. Such persons will, perhaps, scarcely credit the fact, that in some respects little Upper Canada can already begin to compare with the great and older State of New-York in the educational doings of the people. The population of Upper Canada is *three-fourths* that of the State of New-York—the population of the former being three quarters of a million, that of the latter being three millions. Yet, during the first five sessions of the same length (five months each) in the Normal Schools, the attendance of students in Upper Canada was *two-thirds* that of the State of New-York; the average time for keeping the Common Schools open throughout the State of New-York last year was *eight months*; the average time of keeping the Common Schools open throughout Upper Canada, was *nine months and a third*; the sum of money raised in the State of New-York last year for the *salaries of teachers* (including the State Fund, local assessments and Rate-bills) was not quite \$700,000; the sum of money raised by the people of Upper Canada during the same year, and for the same purpose, was upwards of \$350,000. These facts speak for themselves; and they should cheer the heart and animate the exertions of every inhabitant of Upper Canada.

PUBLIC COMPETITION FOR PROFESSORSHIPS IN COLLEGES.—A distinguishing feature of the system of Public Instruction in France and Germany, is the appointment of Professors to Colleges and all Seminaries of learning above the primary schools, by *public competition*. The professors and public teachers in these countries are indebted for their positions, not to prerogative or party, but to their own attainments, abilities and merits. The influence of this system upon the conduct and character of enterprising students, can readily be conceived; and its influence in producing the ablest professors and teachers is equally obvious. The public competitions in France, are called *Les Concours*. We find the following interesting account of them in the Paris Correspondence of the *New York Commercial Advertiser*, under date of "Paris, September 5, 1850"—presenting one of the many daily illustrations of the improvements of the age, in the circumstance of a letter written in Paris, transmitted across the Atlantic, printed in New York, sent to Canada, and reprinted here in less than four weeks. We doubt whether the writer of the following paragraphs is an impartial or competent judge of the comparative classical scholarship of English and French Professors; but his partialities do not lessen the interest of his statements. They are as follows :

"Every body has heard of the *Concours* in France, but few Americans can have a precise idea of the meaning of this singular word—so hard to translate exactly. Every professional chair in the Lyceums, as the first class colleges are called, every one in the faculties of letters, theology, law and medicine, every place of assistant in a hospital, is given at the *concours* or public competition. Different tests are adapted for different posts; but they are, with few exceptions, thorough, and result in securing the best professors in the world. When I say the best professors, I do not mean the greatest *savans*, or the men of the best general information, but those who combine accurate knowledge with a gift for imparting it agree-

ably and clearly to others. After hearing the lectures of between forty and fifty of the most learned professors in Germany, and those on the same subjects of the professors of the Sorbonne, College of France and Paris Law College, I take the difference between them to be, that the German professors have read more, have often more profound theories, and a broader philosophy of history, literary and esthetics, but that the French have more clearness, concision and eloquence, a nicer taste, more polished oratorical forms, more readiness in the use of language, and a vast superiority in the method of developments of first principles. This difference might be expected from the different modes adopted for choosing the professors.

A *concours* may last a few days only, or it may last for months. One for a chair in a medical faculty may continue for a year, the judges adjourning from time to time so as to give the candidates time to prepare their written essays.

August and September are the months of vacation in the different colleges, and are of course devoted to the *concours* for different chairs to be given in the University. These all open on the same day. At ten in the forenoon of the day appointed by the Minister, one may see collected in the court of the old Sorbonne, and on the little square in front of the chapel of that venerable institution, several hundred pale-faced gentlemen, all bearded like parads, and dressed in seedy coats and hats once respectable. These are the *savans* of the Lyceums, come up to Paris to pass their vacations in the excitement of disputation and the anxieties of a prolonged *concours*. The Minister has offered chairs of the natural sciences, mathematics, history, geography, philosophy, rhetoric, Latin and Greek, German, and, last of all, English; and for each place there are perhaps twenty candidates. The contests between the candidates take place before the public. Some of the halls are crowded, and others deserted by every body except the candidates and the judges, who, by the way, are generally chosen from among the most distinguished scholars in France.

The Latin and Greek *concours* show the perfection to which the study of these languages is carried in France. Who would not be struck with astonishment on hearing men discuss knotty questions in the tongues of ancient Rome and Athens, or at seeing them sit down under the eyes of the judges to spin out Latin verses as long as one of the books of the *Aeneid*, without making a single error in quantity? The French scholars are said to be vastly superior to the English in the classical studies, and I cannot doubt this after what I have seen. The same praise cannot be given to them as it regards the modern languages. Their own language being so beautiful, containing so rich a literature and spoken by the better classes throughout Europe, they have few inducements to study the languages of their neighbors. The English is more generally known than any other, on account of the growing intercourse between the two countries. Hence it happens that the majority of the judges named for the German *concours* are natives of Germany, France not affording a sufficient number of persons distinguished for their knowledge of the language of Goethe and Schiller; while the three judges of the English *concours* are all Frenchmen, who speak English after the usual amusing manner of the citizens of the "*grande nation*." One of them, the presiding judge, is a member of the Institute, and an excellent mathematician; another is an associate editor of the *Journal des Debats*, charged with the articles of that paper on Germany, England and America; and the third is M. Eichhoff, professor in the faculty of letters at Lyons, and one of the most profound philologists in Europe. His work on the "*Analogies of European and Indian languages*" is one of great research and ability, and has already been translated into the principal tongues of Europe. He speaks English with great purity, but with a French accent.

To give our readers a correct idea of what is done at a *concours*, I select the English one for description. Forty-two candidates were admitted to compete for the five professorships offered. Ten of this number declined before the *concours* began. The rest assembled on the 21st of August, in a hall of the Sorbonne. The first trial was a written translation of two pages of an English author into French, to be done in the presence of the judges and of the other candidates, and within five hours; the second was a translation of the same number of pages of a French author into English; the third, a critical dissertation in French on the play of Hamlet; and the fourth a moral essay, in English, on solitude. Each of these trials occupied a day, and at the end of them the intermission of a week took place, to give time to the judges to examine and decide on the merits of the different compositions. Those of the candidates who had written the best, were reserved to the number of sixteen; the others were rejected. After this thinning of the ranks, the oral trials were commenced.

These are of two kinds; first, the oral translation of English and French authors drawn by lot from a list of nine in each language, published nine months beforehand by the Minister; and secondly, the lecture on a grammatical subject also drawn by lot. In each of these the candidate has an antagonist whose business it is to expose his errors, and display his own superior knowledge of the author and of the English, French, Greek and Latin languages. Questions are put not only on construction, but on the philosophy and formation of language, on etymology, on the history of literature, on the principles of criticism,—in short, on all subjects from comparative philology down to technical grammar. The same war of cross-questions is kept up on the closing trial of the lecture, which is delivered in English. When the antagonists do not press each other with sufficient vigor, the judges interfere with questions of their own. When all the trials are concluded, the judges declare the *concours* ended, and take several days to compare notes and decide on the comparative merit of the candidates. The decision is published in the *Moniteur*, the official Government organ.

All the other *concours* are conducted on the same general principle, and I believe no system has been devised which is better calculated, under competent judges, to secure ability in teachers. It is in this way that all the professors are chosen for the numerous colleges under the control of the state. Every member of the vast university of France has passed through the gate of the *concours*. The reputation of most of the great doctors and surgeons of France is owing, in a great measure, to the long and careful preparation necessary to carry them safely through the series of *concours* which lie between a young man and high station in the medical faculty. Several of the world-renowned treatises on surgery, and other branches of medical science, published at Paris were written as essays for the *concours*. The introduction of this institution into America is practicable to a certain extent, and might tend to elevate not only the standard of classical learning, but that of medical science."

Miscellaneous.

From the New-York District School Journal.

THE OLD SCHOOL-HOUSE.

The following lines are by Miss A. Randall, daughter of the Hon. S. S. Randall, of Albany, N. Y. Miss R. is not 20 years of age.

Where the silver brook went dancing
Beneath the green trees' shade ;
Where the birds that sing in summer,
Their nests in beauty made ;
Where the little path wound gently
Around the green hill's base,
And the vines that waved above it,
Bent down with careless grace.—

Stood the dear remembered schoolhouse,
Its lattice green with vines,
Where the music rose up sweetly
Through the bright leaves of the pines ;
There the beaming eyes of childhood
Brightly shone with joy and mirth,
Undimmed by all the sorrows
That haunt the path of earth.

There the silver laugh rang gaily
Upon the quiet air ;
And the voice of childhood's pleasure
Was echoed sweetly there ;
There the tones of holy worship
Went up in prayer, above ;
And the hymn in notes of music,
Swell'd to the Throne of Love.

And when memory looketh backward,
Through life's mingled bliss and care,
The dear old schoolhouse riseth,
A star of beauty there ;
And when remembrance casteth
On by-gone days her light,
Those school days rise before me,
With beauteous radiance bright.

EDUCATION OF WOMAN.

A woman, whom a good education has provided with ample resources, says Burnap, can never feel the oppression of an idle or a solitary hour. Her house will probably be the resort of the cultivated and refined, and she will thus have all that is most valuable in society, without its vanities and toils. In such a home, so fitted and formed to develop mind, she need have no anxiety for the education of her children. Her conversation, and that of her friends whose intimacy she cultivates, will do more to educate them, to give them intellectual tastes and habits, than a thousand schools and colleges.

For after all, the best part of education is not the dry knowledge obtained from books, and maps, and diagrams, but it is imparted when teaching and being taught is farthest from our minds. It is breathed into us by the subtle infection of pure aims and lofty aspirations.—It is imparted by the electric communication of right feelings and noble sentiments. Nowhere can the mind gain knowledge so rapidly and so well, as in listening to the conversation of the accomplished and well informed woman.

The best part of education must be received at home, the education of the heart, by the influence of a sympathy with those we love, too delicate to be analyzed or defined. There we daily look into the souls of those whom nature hath taught us most to reverence and imitate. If there we see, as in a pure mirror the images of the noblest virtues, integrity, truth, honor, justice, piety to God and kindness to men, we are more likely to be transformed into the same likeness, than by any amount of eloquence or ingenuity.

The best part of education is that which forms the character and gives us just views of human life,—that we are not sent here eagerly to grasp at and tenaciously to retain all the advantages over our fellow beings that we can gain, to take our ease while others toil, to seek our own selfish ends regardless of the rights and feelings of others; but with disinterestedness, firmness, patience, and humanity, to take our share in the good or ill of all. It should ever be our motto,

“Trust no future howe'er pleasant,
Let the dead past bury its dead,
Act, act in the living present,
Heart within and God o'erhead.”

LIBRARIES IN ENGLAND AND IN OTHER STATES.—A voluminous and able Report on Public Libraries, presented to the House of Commons, and recently published, furnishes some curious and interesting

facts. We learn from an English paper, “that among the details in the late official report on public libraries is a curious map exhibiting the relative amount or provision of books in libraries, publicly accessible in the principal states of Europe, as compared with their respective populations. The proportions, are, to every 100 of the population in the British Isles and Holland, 63 to 53 books; in Russia and Portugal 80 to 76 ; in Belgium, Spain, and Sardinia, about 100; in France, 129 ; in the Italian States 150 ; in the Austrian Empire and Hungary, 167 ; in Prussia, 200 ; in Sweden and Norway, 309 ; in Bavaria, 339 ; in Switzerland, 350 ; in Denmark, 412 ; and in the smaller German States, nearly 450 ! Is it not sad to think that the British Isles, which rank so high above all other states in other points of pre-eminence, are here the lowest of the low ? These figures are black enough certainly, but the map, which is scored with black lines—close and numerous in proportion to the comparative paucity of books or—literary darkness, shall we say ?—gives a still more glaring relief to our bad pre-eminence in this respect. The British Isles are black as ink can make them—blackier than semi-barbarous Russia, while the one little bright spot, *par excellence*, is limited to the narrow outline of the smaller German States.”

HUMAN MIND NOT PROGRESSIVE.—Much as we believe in the superiority of the human mind, as that which belongs to the lord of creation, we have no faith whatever in its natural progress. Who among the present great men of the earth, is equal to Moses as a statesman, Demosthenes as an orator, Cæsar as a general, Homer as a poet, Plutarch as a biographer ? Every new general commences existence in perfect ignorance. The child torn from the bosom of its Christian mother, would be a barbarian if reared among savages. It is education, (and we would add the Christian religion,) which elevates one nation above another, and it is only the never-failing memory of the Press which gives to one nation a superior advantage for progress above another. In mental and moral philosophy, the world has not advanced an inch in two thousand years. In some of the arts, we are behind the past, while in others we have made great improvements. It is in physical discovery, mechanics, chemistry,—that we have made the greatest progress, and have truly surpassed the ancients as far as the east is from the west. When we look abroad upon the field of physical discovery, we see a fair and lovely scene to contemplate ; but it is not so when we look upon mental and moral philosophy. Crime is abundant, and as black now as it was a thousand years ago. It may, like the chameleon, have changed its hue, but not its nature. Superstition has only assumed a different type from that of the days of old.—*Scientific American.*

UNSECTARIAN COLLEGES.—The President of the Belfast College says, in his address at the termination of the session : “a triumphant proof has been afforded, during the last eight months, within these walls, that united education is perfectly practicable and highly beneficial. Here, in the peaceful walks of science and literature, two hundred young men of different denominations have mingled in the same class rooms, sat upon the same benches, imbibed knowledge from the same authors, and not one instance has occurred arising out of the union of denominations, to interrupt that social harmony which leads the professors and students, now separating for four months to wish each other a most cordial farewell.”

COUNSELS FOR THE YOUNG.—Never be cast down by trifles. If a spider breaks a thread twenty times, twenty times will he mend again. Make up your minds to do a thing, and you will do it. Fear not, if trouble come upon you ; keep up your spirits, though the day be a dark one.

Troubles never stop forever ;
The darkest day will pass away.

If the sun is going down, look up at the stars ; if the earth is dark, keep your eyes on heaven ! With God's presence and God's promise, a man or a child may be cheerful.

Some thing sterling that will stay,
When gold and silver fly away.

Mind what you run after. Never be content with a bubble that will burst, or a fire-work that will end in smoke and darkness. Get that which you can keep, and which is worth keeping.

Never despair when fog's in the air,
A sunshiny morning comes without warning.

Educational Intelligence.

CANADA

Speech of His Excellency the Governor General on distributing the Prizes in Upper Canada College last month.—His Excellency said, he felt great pleasure in bestowing the prize, which had been instituted by one of his predecessors in office, and it was an additional source of gratification to him that he should deliver it in person, and he would say that it enhanced that gratification when he found that the young gentleman who earned that prize, was son of [the Chancellor of U. C.] an individual who had distinguished himself in the Province, and by his talent and industry, had achieved for himself a claim on the regards of his fellow-countrymen and to the favor of all mankind. When he said his public avocations had interfered with the prosecution of classical studies, he was anxious not to be misunderstood. He intended to say that that class of studies for which his prize was given and which formed the staple of a good old English education was not advantageous for every avocation in life. On the contrary he believed that nothing better fitted a person for an active and laborious life than a good sound English education. There were many advantages connected with such an education, a habit of patient, diligent, impartial and unwearied search was formed,—then there was that appreciation of the beautiful in sentiment, and that refined and exquisite taste acquired, which enabled its possessor to discover treasures of delight, altogether hidden from vulgar eyes,—advantages with which a stranger intermeddeth not. (Applause.) This appreciation of the beautiful, which was so refreshing to those who, in their youth had drunk from the clear rills of historic lore, found a striking illustration in that great man, whose death, at this moment filled the world with gloom. He was not indeed famed while at College. The unfortunate Lord Byron, then at College, exceeded him in that respect. But he was distinguished among them all for diligence and assiduity, and those qualities achieved for him so much superiority that he carried off the highest honours of the University before he left it. He was a lover of literature and the arts, of which he was not only a munificent but a most judicious patron, and it is not too much to believe that he owed the possession of these qualities in some degree at least to the habits acquired at school. This was an example that ought not to be lost upon them. It fell not indeed to the lot of every person to be gifted with the great natural abilities and singular advantages of fortune which Sir Robert Peel possessed, but they might strive to equal him in those qualities which were the secret of his great moral power, and which are to be in moral nature what the life blood is to the animal system, or the sap to be the tree. All of them may, and all of them, ought to endeavour while at College, acquire that refinement of taste, and those habits of industry, which were the foundation upon which, with the help of the Lord, a superstructure, at once useful, honourable and lasting, could be raised. (Great applause.)

Examination of the Female Department of Central High School, London, U. C., Bazaar, &c.—The examination we understand was every way creditable and worthy of the high character which the teachers have obtained. We have good reason for recording the fact, that the advance of the pupils has been very striking since the last examination held but a few weeks ago. In the afternoon and evening, a Bazaar was held in an upper room of the new School House, which was decorated for the occasion, and filled with a throng of old and young, presenting a very animated appearance. The display of articles in embroidery and other "notions" was well got up under the immediate superintendence of Miss Haigh, the accomplished head teacher of the school. A post-office also formed part of the arrangements. We understand that the amount realized for the purchase of maps, &c., will not fall short of \$100.—[Canadian Free Press, August 15th.]

Meeting of the Teachers' Association for the County of Middlesex.—This Association held a quarterly meeting on Saturday, the 31st ult., in the village of Delaware. Mr. Robert Wilson, in consequence of his retiring from school teaching, resigned the Presidency of the Association, and Mr. Nicholas Wilson was unanimously elected his successor. Several interesting essays were delivered, and received with marked approbation. Mr. Murtagh read an essay on the utility of Arithmetic and its fundamental scientific principles. Mr. Nicholas Wilson on the best mode of imparting a knowledge of Geography, based on Astronomy and Mathematical knowledge. A very elaborate and highly instructive essay on English Grammar was read by Mr. John Campbell. During its delivery, Mr. Campbell was repeatedly applauded by the teachers, and by the numerous visitors who were present. Other routine business having been gone through, the meeting was declared adjourned to meet again in St. Thomas, on the first Saturday of December next. Before separating, a resolution was unanimously adopted to memorialize the County Municipal Council, at its next meeting, to urge in the strongest possible manner the expediency and necessity of

appointing superintendents for the County, instead of Township ones. The Teachers in their memorial are resolved to recommend Mr. Robert Wilson as a fit and efficient person to act as District Superintendent.—[Com. to Can. Free Press.]

Teachers' Monthly Associations.—We learn that Teachers' Associations have been formed in the Townships of Whitby and Clarke. They have hitherto met monthly, and much good has resulted from them. In these movements we have indications of educational advancement. We would be happy to hear of these local associations extending to every Township in Upper Canada.

New Arrangements for the Local Superintendence of Common Schools in the County of York.—At its late meeting the County Council passed a By-law establishing School Circuits, each to be under a local Superintendent. Each Riding of the County forms a School Circuit. The following were appointed local Superintendents of Common Schools:

1st School Circuit	Rev. T. J. Hodgskin.
2nd ditto	Mr. Adam Simpson.
3rd ditto	Rev. R. H. Thornton.
4th ditto	Mr. Thomas Nixon.

These appointments date from 1st January, 1850, excepting the 4th, whose duties in the Township of Thora shall commence forthwith.

Gift for a New Grammar School at Kingston.—We have much pleasure in being able to announce that the Government have granted to this City two acres of land valued at £2000, for the purpose of erecting a Grammar School on. This valuable gift is situate east of Arthur Street, in the pleasantest and healthiest locality in the city.—[Herald.]

The Examinations of several Common Schools throughout U. C., reported in the local papers appear to have been highly satisfactory, viz: those taught by Miss R. Dawson, Simcoe; Miss Snook, Jarvis; Miss Blake, Waterloo, &c. &c.

BRITISH AND FOREIGN.

English Universities' Commission.—The names of the Commissioners appointed under the Royal Sign Manual to visit the Universities of Oxford and Cambridge, have just been communicated to the respective Chancellors by Lord John Russell, and transmitted by them to the Heads of Houses in residence. The very reverend Dr. Tait, Dean of Carlisle; the Rev. Dr. Jeune, Master of Pembroke College, Oxford, and formerly Dean of Jersey; and the Rev. H. Liddell, formerly of Christ Church, Oxford, are the only members of the Commission whose names have yet transpired. On the principle of the Commission we have already expressed our approval, and the names we have just quoted appear to furnish a very satisfactory indication of the judgment with which the gentlemen to whom shall be entrusted the prosecution of its inquiries, have been selected. Dr. Tait is already well and favourably known to the public as the worthy successor to Dr. Arnold at the Rugby school. Dr. Jeune is known principally in connection with his College and University, in both of which he enjoys a high reputation as a sound and temperate reformer of abuses, and as the framer and promoter of the celebrated Examination Statute adopted last year by the Oxford Convocation. Mr. Liddell occupied for some time the Chair of Moral Philosophy in the University, and is at present a select preacher there on the nomination of the Vice-Chancellor and the Regius and Margaret Professors of Divinity. Whilst the reputation of these gentlemen stands high as to personal piety, they are not supposed to represent the opinions of any extreme party in the Church, and we are happy to learn, are believed to be wholly untainted by the Tractarian superstition.

British and Foreign School Society.—The annual examination of the girls' school took place on Wednesday, at the School, Borough-road. The Right Hon. Fox Maule, M.P., presided. The large room was crowded to excess. The attainments of the children appeared to afford the highest gratification to the assembled company. Mr. Fox Maule addressed the meeting, enforcing the value of education, expressing the high sense he entertained of the labours and efficiency of the society, and impressing many excellent counsels on the minds of the children and their parents.

National Teachers' Salaries, Ireland.—According to a return, recently made, the amount of local aid received by the Teachers of national schools in Ireland during the year 1844 was £25,607 10s. 9d., being an average of £7 16s. 11d. per teacher. In 1848 the amount of local aid received was £25,299 1s., being an average of £5 17s. 3d. per teacher. The local contributions towards the payment of the salaries to teachers of national schools, consist principally of the weekly fees from the children, of voluntary donations and subscriptions, and in a few cases of permanent funds provided for the maintenance of the school. The commissioners of

National Education in Ireland, state that they do not require proof that such permanent funds exist, nor a guarantee for their continuance, as indispensable conditions previous to making a grant of salary to any school.

Mr. SHIEL, in a recent speech in the British House of Commons, made a beautiful allusion to the Queen's visit to the National Schools, Dublin:—

Amongst the most remarkable incidents that occurred when the Queen was in Ireland, was her visit to the national board—(hear, hear)—which took place (by accident of course) before she visited the College of the Holy and Undivided Trinity. (Laughter.) It was a fine spectacle to see the consort so worthy of her, attended by the representatives of the Presbyterian Church, by the Protestant Archbishop of Dublin, and by the Catholic Archbishop of Dublin—with those venerable ecclesiastics at her side, differing in creed, but united by the common brotherhood of Christianity—(cheers)—in the performance of one of the noblest duties which their common Christianity prescribed; it was a fine thing to see the sovereign of a great empire surrounded by groups of those little children who gazed on her with affectionate amazement, while she returned their looks with fondness almost maternal; and, better than all, it was noble and thrilling, indeed, to see the emotions by which that great lady was moved when her heart beat with a high and holy aspiration that she might live to see the benefits of education carried out in their full and perfect development. (Loud cheers.)

UNITED STATES.

Estimate for the Support of Common Schools in the City of New-York.—The *New-York Commercial Advertiser* of the 27th ult. says—“A meeting of the Board of Education was held last evening. The estimates of the amount necessary for the support of schools for the year 1850 were presented. The sum total, including the provision for deficiencies of the previous year, is \$320,795. Of this sum, \$62,800 are for building and repairs of school-houses; \$15,000 for the free academy; and \$15,000 for evening schools.”

Convention of the N. Y. State Teachers' Association.—The fifth annual meeting of this association met recently in the City of New-York. Several gentlemen addressed the Convention relative to the state of education in their own State or County. We select the following remarks as reported in the *N. Y. Journal of Education*:—

Hon. Ira Mayhew, late Superintendent of Public Instruction in Michigan, gave some interesting statements in regard to the Educational interest in that State. He illustrated with great clearness the remarkable progress of the Common Schools of the Peninsula during the past five years. Mr. M. removed from this State to Michigan some seven years since, and there engaged in the occupation of teaching, which he had followed here. He was soon called to the more responsible station of Superintendent, and has fulfilled the duties of that office until within a late period. The increase of interest in behalf of Education has been wonderful. Individuals have been known to walk fourteen miles to hear lectures on the subject. At one time there were organized, in every County in the State, County Educational Associations, and the people were thoroughly aroused to the importance of the work. In the City of Detroit, eight years ago, the total value of the School property belonging to the City did not exceed a hundred or a hundred and fifty dollars; but upon the removal of the Capital of the State to Lansing, the late State House was appropriated to other uses, and is now occupied as a Free School House. The percentage of the attendance upon the Schools generally in the State has also largely increased.

M. Henri Hirzel, Director of the Asylum for the Blind at Lusanne, Switzerland, made some remarks respecting Education in his native country. He described the general features of the country, its population, languages, resources, etc., and adverted to the labors of Pestalozzi and Le Pere Girard in the cause of Education. The Educational facilities of the country were delineated in detail. Each Canton is well supplied with schools, to which the parents are required by law to send their children. The Constitution provides that every child must be educated. Three languages are spoken in the country. There are three Universities and High Schools; six Normal Schools; ten or eleven Asylums for the Deaf and Dumb; three Institutions for the Blind, and a School for Idiots.

Prof. Henning, of Knox's College, Toronto, Upper Canada, being invited to make some statements with regard to the condition of the Schools of Canada, he remarked that the geographical position and shape of the settled territory of the Canadas, being long and narrow, was not favourable to their assembling in Conventions, there were in these some good schools and good teachers. The labours of the Superintendent, Dr. Ryerson, had been productive of much good. There is a good Normal School and the teachers and professors are now engaged in forming and conducting Teachers' Institutes in the Upper Province.

The American National Common School Convention assembled at Philadelphia on the 28th, 29th, and 30th August. After the preliminary proceedings the Convention was permanently organized by the selection of the following officers:—Rev. Dr. Nott, New-York, President; Prof. Henry, Smithsonian Institution, Washington; Bishop Potter, Philadelphia; Prof. Griscom, New Jersey, and Prof. Thayer, Boston, Vice Presidents; Messrs. Morris and Kingsbury, Secretaries.

Bishop Potter reported a constitution and plan of permanent organization. Dr. Patterson presented a report on the subject of phonography, which was ordered to lie on the table for the present. Letters were read from his Excellency, Millard Fillmore, President of the United States, and other distinguished persons, regretting their inability to attend the Convention.

Afternoon Session.—Mr. Clarke, of Louisiana, made a statement of the condition of Common Schools in that State. The system of Common Schools has been lately erected. Under the old method several colleges were founded, which have received nearly half a million of dollars in donations from the State. These institutions have failed; only one College now is in existence, the Methodist College at Jackson. In 1841, the citizens of the Second Municipality of New Orleans commenced a movement which has led to great improvements. Now there are public schools in each municipality, supported at public expense, to which children are admitted free. The number of schools and scholars have greatly increased. The University in New Orleans is in a flourishing condition. The public school system has been adopted, throughout the State, though not extremely successful. The system is managed in its general details by a Superintendent of Common Schools.

Mr. Swan, of Massachusetts, gave a flattering account of the state of education in that State. There is no School Superintendent; but each town has its affairs managed by a committee, which elects teachers and directs the course of instruction. A Board of Education collect and disseminate matters which are useful to the cause. There is an officer styled ‘an assistant,’ who goes from town to town, giving useful hints and information which may be valuable to teachers. There are three Normal Schools supported by the State. Teachers institutes meet in each town at stated times. The State Teachers' Association, composed of practical teachers, meets annually. County conventions of teachers are also held annually. The state makes liberal donations to these objects.

Prof. Thayer, of Boston, gave a sketch of the American Institute of Instruction. It was not a Massachusetts association alone, but a general one. It was founded twenty-one years ago, by delegates from sixteen States. It meets annually and disseminates information by means of lectures, addresses, debates, &c., which are published in twenty volumes of the *Transactions of the Institute*.

Rev. S. Newbury, of Michigan, said that they had now established in that State “union schools,” in which there were four departments, ranging from primary education to that suitable for young men about to enter college—a state Normal School has been projected and will be in operation in about a year. The State University is now in a healthy state.

Dr. Cutter, formerly of New Hampshire, said that in that State all the schools are free, managed by committees as in Massachusetts, and supported by taxation. In 1840, the proportion of persons who could not read and write, was one to one thousand. The general system is managed by County Superintendents. There are County Teachers' Institutes holding two sessions yearly. The cause of Education in New Hampshire is onward.

Governor Haines, of N. J., detailed the school system in that State. There are educational institutes and societies in several of the counties. They attract considerable interest—appropriations are made by the towns for the support of schools. There are no free schools through the State—though several towns and districts have petitioned the Legislature several times for permission to raise taxes for the support of free schools.

Mr. Bulkeley, of Albany, N. Y., said that in the State of New-York, in the country portions, free schools had not been universally established, though the subject was greatly agitated. In the School Districts School Libraries have been established in eleven thousand districts.

Mr. McKeon, Superintendent of New-York City, stated that in the country, free schools have been kept open from seven to nine months in the year. In the cities they are open the entire year, with the exception of the usual vacations. He detailed particulars in relation to the free schools in the City of New-York.

Second Day.—After the adoption of the Constitution, Professor Rainey remarked that the school law of Ohio was framed as early as 1824; but that this law is inadequate to the supply of present wants, and is about undergoing a thorough revision: that it is similar in its general features to the law of Massachusetts. The School Fund of Ohio is \$1,600,000, and the State applies between five and six hundred thousand dollars annually to schools, the remaining being raised by direct taxation. Ohio has now about 10,000 active Common School Teachers. He observed that Union schools

are becoming quite popular; and that all the villages were concentrating their operations in one building, under one able Superintendent, with regular gradation of teachers and pupils. All the Cities have Central High Schools, and teach all of the English branches and the sciences, as well as the classics; but the classics are not admitted in the Common Schools. Ohio has a large State Association, which meets twice a year, and publish many of its lectures. There are also County Associations in nearly every County of the State. He said that an interesting feature of recent operations is the Teachers' Institutes, held twice a year in almost every county in the State. Each county is authorized to appropriate to these Institutes and to District Libraries, annually, \$100. The last Legislature provided for five State Superintendents, at a salary of \$1200 each; four of them to act in certain districts; to hold Teachers' Institutes, examine teachers, grant certificates and give returns to the Central Superintendent, who is to edit and send free of charge to every teacher in the State, an educational paper, make report to the Legislature, &c. He said that a Convention had been in session; that this Convention, and the Committee on Education had reported in favour of State Superintendents, and one or more Normal Schools for the preparation of teachers, an increase of the School Fund, and that schools shall be taught at least six months in the year, which shall be entirely free. Ohio has ten good colleges, which harmonize admirably with all the workings of the Common Schools. Ohio was proud of her colleges, and was giving them a liberal support.

Mr. Kingsbury, of Rhode Island said that a plan for the improvement of the whole system of education there is pending, and that it is intended to carry it out if possible. To make the improvement in the University the sum of \$125,000 is necessary, and of that amount \$100,000 has already been raised. To remedy the detriment to health resulting from severe study, it is proposed to establish separate schools for physical science. The scheme of improvement also contemplates the establishment of a connection between the Common Schools and the University, that the scholar may go in regular gradation from the lowest to the highest.

Professor Henry, of the Smithsonian Institute, addressed the Convention on the subject of the American Association for the advancement of Science, and from whose meetings at New Haven he had just come. The professor said that the session just closed was by far the most interesting scientific meeting ever held in this country. Much had been done of which no adequate idea has been conveyed to the public. The reports in the newspapers, he said, are not calculated to convey any just impression of the transactions. To remedy this, measures have already been taken to have the transactions published in a full and authentic shape. The society, he said, is yet destined to prove itself invaluable to the United States.

In the evening Mr. Cooke, of Bloomfield, N. J., submitted a report upon the best method of raising the necessary funds for the support of Common Schools, and how far they should be supported by legal provisions. The report portrayed at length the absolute necessity of universal education, examined and refuted all objections to the free school system supported by taxation, and took bold and decided grounds in favor of free schools, open to all, and supported by general public taxation. The report concluded with a resolution energetically urging upon the State to establish a general and thorough system of public free schools, supported by taxation. Mr. McElligott, of New-York, offered the following as a substitute, which was accepted by Mr. Cooke:

Resolved.—As the judgment of this Convention, that a due regard to mere political interests, no less than the highest obligations of Christian duty, requires of every State to provide, by general tax or otherwise, a system of free schools, accessible to every child of suitable age within its limits, and affording to all equal advantages for a sound and efficient course of instruction, physical, moral and intellectual.

This resolution was debated at some length, the speakers at first finally arguing against the principle of State Education. Among those who participated in the debate were Mr. Clarke, of Louisiana; Professor Rogers, of Virginia; Mr. Hume, of Virginia; Bishop Potter, of Pennsylvania; Mr. McElligott, of New-York; Rev. Dr. Ryerson, of Upper Canada; Mr. Cooke, of New Jersey, and others. Dr. Ryerson delivered a most eloquent and able appeal in favor of the principle that the State is bound to provide for the education of its population. Mr. Hume remarked, that in various sections of Virginia free schools were established. Prof. Rogers stated that in Albemarle county, after a warm effort, the proposition to establish free schools was voted down.

Third Day.—Almost the entire session was consumed in the discussion of the resolution, in favor of the establishment of free schools by every State. A large number of speeches were made, and the greatest interest appeared to be felt in the fate of the resolution. Several substitutes were offered, and a number of efforts made to amend it, but they were all voted down by decided votes, and at length the resolution was passed intact.

Mr. Thayer, of Boston, read a report from the Committee on Moral and Religious Instruction in Schools. The report recommends the use of the Bible as a text book in schools, and that the teachers should be required to

instruct their scholars in the principles of morality, and impress upon their pupils the precepts of the Bible, and inculcate its spirit of devotional piety.

Prof. Henry made report from the Committee on School Architecture. The position taken was that buildings should have more attention paid to appropriateness, convenience and comfort, than to architectural taste and ornament. The Professor remarked that Grecian, Gothic, or Norman edifices, were not suited to school purposes, being badly lighted, and added that it was contemplated to publish in the journal of the Smithsonian Institute a treatise on the subject. Prof. Henry also presented a written report from the same committee by Bishop Potter, which made detailed and particular recommendations in reference to the construction of school houses and their furniture, &c.

In the evening Mr. Pierce, of Wisconsin, made a verbal report on the connection of ignorance and crime.

Mr. Barnard, of Conn., made a report on the various school systems prevailing in the various States, in which some valuable statistics were embodied, and the various systems were examined. He also gave an interesting account of the progress of education in Connecticut, conveying an idea of some recent improvements in the school system of that State.

On motion, Rev. Dr. Ryerson, of Canada, and Prof. Henri Hirtzel, of Switzerland, were elected honorary and corresponding members. It was announced that Prof. Hirtzel had left for New-York, but Dr. Ryerson made an excellent reply, in which he compared the educational statistics of Upper Canada and New-York, to show that the British Province was not behind the American States in the matter of public education. He confessed, however, that he, the Superintendent of Public Instruction in that Province, was indebted to the American States for the principal features of Canadian system.

Mr. Barnard made a report on the new method of teaching history. Also, a report on the subject of a school of design for women.

Bishop Potter then delivered a most impressive closing address, in which he alluded in a most admirable spirit to the leading topics of the Convention. The Convention, at 10 o'clock, P. M., adjourned *sine die*.—[Condensed.]

Literary and Scientific Intelligence.

Literary Items from Various Sources.—In consequence of the recent law against the Press in France, great numbers of literary, quasi-literary, theatrical, political and scientific journals have ceased to exist, or are about expiring. The provincial journals suffer most. The stamp duty and "caution money" required being greater than their entire profits.—Sir E. L. Bulwer, the distinguished writer, has been endeavouring to obtain a seat in Parliament once more, but without success. The Colossal Statue of Bavaria, by Schwanthaler, which is to be placed on the hill of Scadding, surpasses, in its gigantic proportions all the works of the moderns. It will have to be removed in pieces from the foundry where it was cast to its place of destination, and each piece will require fifteen horses to draw it. The great toes are half a metre in length. In the head two persons could dance a polka very conveniently, while the nose might lodge the musicians. The thickness of the robe (which forms a drapery descending to the ankles) is about six inches, and its circumference at the bottom about two hundred metres. The crown of victory which the figure holds in her hands weighs one hundred quintals of a cwt. weight each.—The stone of which the Washington Monument is built, is among the worse building material to be found in the United States. It can sustain a pressure of only 2,000 lbs, and if it be carried to the projected height, it will fall by its own weight.—Mr. G. P. R. James, who recently arrived in America, is said to have taken up his residence in the vicinity of New York, and is about to deliver lectures there on the "History of Civilization," while a Toronto paper asserts that he has rented a house on Church Street and intends to reside in this City.—The reception of the gentle and amiable Jenny Lind in the City of New-York, has been most rapturous and enthusiastic. The first ticket for her first concert in New-York sold for upwards of \$200! Upwards of 600 prize songs have been sent in for selection by the Committee in New-York. Bayard Taylor's has been chosen to be sung by the Swedish Nightingale.—The Massachusetts *Quarterly Review*, a regenerating Socialist periodical, edited by the Rev. Theodore Parker, has ceased to exist, owing to want of support.—John Inman, Esq., late editor of the N. Y. *Commercial Advertiser*, and formerly confidential Reader in the famous Harper establishment, died a few days ago in New-York.—Mr. Hows, the dramatic critic of the N. Y. *Albion*, has retired from that journal and appears as a leading writer in *Figaro*, an amusing publication.—The costs of both parties in the Gorham Case would have been sufficient to build and endow twenty churches of the size of Bamford Speke. Sir Fitzroy Kelly, M.P., alone, has had three separate retainers of 500 guineas each, besides consultation fees, which will bring up his share to nearly £2,000. It is stated in legal circles, that the whole costs are upwards of

£80,000 sterling!—About 120 pictures, collected in Italy and elsewhere by Lord Ward, have been placed in the great room of the Egyptian Hall. We believe it is Lord Ward's intention to make them accessible to the public.—Very few works of interest have been published in England during the last month. *The Prelude*, a poem being the chief.—Balloon-ing in England and France seems to have become a temporary mania.—Dr. Layard continues to send large quantities of sculpture from Nineveh to the British Museum. France is also collecting specimens.—The Egyptian Government, less literary in its views, employs magnificent sculptured and painted blocks from the Temple of Carnac in the construction of a sugar factory; a fine ancient tomb has also disappeared in this way; the Prussian traveller, Dr. Lepsius, has also removed many relics of antiquity from Egypt, so that ere long very few interesting specimens of the ancient kingdom of the Pharaohs will remain.—LeVerrier, the French Astronomer, has published a strong appeal in favour of throwing open the government monopoly of the Electric Telegraph as in the U. S.; his paper is filled with interesting particulars relating to this greatest of modern inventions.—M. Guizot has declined a seat in the French *Superior Council of Public Instruction*.—Sir Francis Knowles has patented an improvement in the manner of smelting iron ore. The sulphurous gases which escape in the process, and which greatly deteriorates the quality of the iron, he keeps entirely separate.—Professor Johnson is lecturing in England on the Agriculture of America, the results of his recent tour.—Neander the celebrated German Theologian died at Berlin on the 13th July. He was Professor in the Royal University of that city for 38 years; few men have gone down to their graves more honoured and lamented than this eccentric but generous and eminently gifted man. How different the fate of J. W. Webster, of Boston! Professor Webster was executed on the 30th of August for the murder of Dr. Parkman.—The Berlin Academy of Sciences held a sitting according to its Statutes, in honor of the memory of Leibnitz. It being the 50th anniversary of the admission of A. Von Humboldt, that "Nestor of Science," it was resolved, to place a marble bust of him in the lecture room of the society.—Several important experiments have been made by Professor Page of the Smithsonian Institution, Washington, on the subject of Electro-Magnetism as a motive power, to supersede steam.—The experiments of Mr. Paine, of Massachusetts, on the subject of procuring hydrogen from water and rendering it capable of giving a brilliant light, have been confirmed by Mr. Mathiot, an electro-metallurgist attached to the U. S. Coast Survey. He has produced a very brilliant light, nearly equal to the Drummond, by passing hydrogen through turpentine.—The past month has been distinguished in the United States by the annual commencements of the academic year in most of their Colleges. On these anniversary occasions, the candidates for honors make public exhibition of their ability; and the literary societies attached to the Colleges hold their celebrations; and addresses and poems are delivered by literary gentlemen previously invited to perform that duty. The number of Colleges in the country, and the fact that the most distinguished scholars in it are generally selected for the office, gives to these occasions a peculiar and decided interest. If the addresses thus delivered were collected and published they would form no inconsiderable portion of the literature of the age. Yale College celebrated her third semi-centennial anniversary. About 3,000 of her alumni are living, 1,000 of whom were present. President Woolsey delivered an interesting historical sketch of the origin, progress, and results of the College. At the commencement of the University of Vermont, the Rev. H. Wilkes, A. M., of Montreal, delivered an Address on the Relations of the Age to Theology. Hon. T. Frelinghuysen, late Chancellor of the New-York University was inaugurated President of Rutgers College, N. J. Rev. Dr. Tefft has been appointed President of Genesee College, Lima, N. Y. The sum of \$100,000 has been raised for its support. \$108,000 has been collected in aid of Brown University, R. I.—The British Association met at Edinburgh on the 1st ult. The President, Sir David Brewster, delivered a most admirable address on the subject of Astronomy. The meeting was as usual highly interesting.—A convention for the promotion of science has lately concluded its sittings at New Haven. The convention seems to have been suggested by the British Association for the advancement of science. The proceedings, which lasted for several days were of a multifarious character, embracing discussions and lectures on a variety of subjects.

New Scientific Institution.—Considerable expectation is excited in scientific circles by the announcement of a new exhibition in the metropolis—the Royal Panopticon of Science and Art. *Mente et manu* is the motto of the institution—and enlarged are the minds and powerful are the hands, co-operating towards its establishment, and promoting its success. Amongst its patrons are the Marquises of Northampton, Londonderry, Aylesbury, and Granby, and the Earls of Shrewsbury, Cardigan, Cadogan, Verulam, Ducie and Ellesmere, and Lord Arundel—the heir of the first peer of the realm—has consented to be President of the Council. At some future time, I may perhaps refer to the details of this most important move-

ment in behalf of practical science and natural philosophy. An admirable site has been selected for the building, the chief front being in Exeter Street, Strand, and it is intended that the Panopticon shall vastly surpass both in extent of accommodation and variety of resources, our well-known Polytechnic Institution, situate in Regent Street.—[Cor. Patriot.

Death of the Swedish Poet Tegner.—The Danish journals announce the death of Bishop Esarar Tegner, a celebrated Swedish poet.—Some of his poems have been translated by the American Poet, Longfellow.

Goethe's Casket.—A sealed casket, delivered by Goethe, in 1827, to the Government of Weimar, with an injunction not to unseal it till 1850, has just been opened, and found to contain the whole of the correspondence between Goethe and Schiller. These letters will immediately be published.

Artist Knights.—Edwin Landseer, the celebrated painter in Natural History, and J. W. Gordon, the President of the Royal Scottish Academy of Painting, have recently received the honour of Knighthood from the Queen.

Aid to Literary Characters by the late Sir Robert Peel.—Southey, Wordsworth, Montgomery, Tennyson, Poets; Tytler, the Historian, and McCullough, the Gazetteer, received pensions from the Government at his recommendation. The widow of Hood, the comic writer and Poet, and the sons of Mrs. Hemans, the Poetess, acknowledged the benefit of his influence. He placed Professor Airey in the Greenwich Observatory; pensioned Faraday, the Chemical Lecturer, and Mrs. Somerville, authoress of a Physical Geography; bestowed the Deanery of Westminster on Dr. Buckland, the celebrated Geologist, but now, alas, the inmate of an Asylum; and soothed the sorrow of unhappy Haydon, the painter, who recklessly deprived himself of life.

Sir Robert Peel's Bequest to promote the Education of the Working Classes.—The late Sir Robert Peel has, we hear, left full and specific directions in his will for the early publication of his political memoirs; and has ordered that the profits arising from the publication shall be given to some public institution for the education of the working classes. As already stated, he has confided the task of preparing these memoirs to Lord Mahon and Mr. Cardwell. Their duty will, however, be comparatively light, though delicate, from the admirable and orderly state in which Sir Robert has left his papers.—[Daily News.

Floating of the Fourth and final Tube of the Britannia Bridge.—The floating of the fourth and last tube, which may be said to complete this magnificent structure, has been accomplished with perfect success. Wind, wave, and weather were perfectly propitious. Almost a dead calm prevailed as the tide streamed up to assist and ensure the success of the operations. Mr. Stephenson, M.P.; Captain Claxton, and others, took their stations on the top of the tube, which, amid the cheers of the multitude, gradually, as the tide came up rose upon its cradle of pontoons. The men at the mooring chains and capstans plied away at their posts, until the mass, released from its moorings, moved out into the mid-stream, where, under the vast and intricate tackle, it made its way for full forty minutes, until in the space of another ten, and after various nice evolutions, it came home and was safely deposited, amid artillery and cheers, on the projecting plinths of the towers. The tide taken at starting was 12 feet 8 inches, and it gradually rose until it attained a maximum of 17 feet. The total distance travelled over from the starting ground on the Carnarvonshire coast to the base of the towers was upwards of 300 yards. Just as the operation was completed, the tide turned. Mr. Stephenson has since refused the honour of Knighthood.

The Water Spider—Singular Mode of Constructing its Habitation.—The abode of the Water Spider, built in water, and formed of air, is constructed on Philosophic principles, and consists of a subaqueous, yet dry apartment, in which, like a mermaid or a sea nymph, she resides in comfort. Loose threads, attached in various directions to the leaves of aquatic plants, from the framework of her chamber. Over these she spreads a transparent (elastic) varnish, like liquid glass, which issues from the middle of her spinners; next, she spreads over her body a pellicle of the same material, and ascends to the surface to inhale and carry down a supply of atmospheric fluid. Head downwards, and with her body, all but the spinneret, still submersed, our diver (by a process not yet ascertained) introduces a bubble of air beneath the pellicle which surrounds her. Clothed in this aerial mantle, which to the spectator seems formed of resplendent quicksilver, she then plunges to the bottom, and, with as much dexterity as a chemist transfers gas with a gasholder, introducing her bubble of air beneath the roof prepared for its reception; this manœuvre is ten or twelve times repeated, and when she has transported sufficient air to expand her apartment to its intended extent, she possesses an aerial edifice, an enchanted castle where, unmoved by storms, she devours her prey at ease.—[Episodes of Insect Life.

Editorial Notices, &c.

PROGRAMME FOR THE EXAMINATION OF TEACHERS.—The next number of this *Journal* will contain the Programme for the Examination and Classification of Teachers, with an accompanying Circular to County Boards of Public Instruction; also a Circular to the newly elected Boards of School Trustees in Cities and Towns. These papers will complete the exposition of the duties of the various officers chosen, and the system of education provided for, under the new School Law.

ALPHABETICAL INDEX TO THE SCHOOL ACT.—The comprehensive *Alphabetical Index* to the new School Act which appears in this number, has been prepared by THOMAS BENSON, Esquire, Mayor of the Town of Peterboro, and transmitted at the request of the Peterboro County Council,—which has also ordered, and forwarded the subscription for, a copy of the present volume of the *Journal of Education* for each of the 106 School Sections in the County. We hope and trust that a like interest on the part of all persons in the position of Mr. BENSON and the Peterboro County Council, will soon be general throughout Upper Canada. That is the true way to make an educated country.

ARCHAEOLOGICAL AMERICANA :

Transactions and Collections of the American Antiquarian Society.
Vol. III., Part I. 8vo. pp. 107. Boston, 1850.

Antiquities in America! A truly novel fact, indeed; but no less true. Had we not read Stephen's Travels in Central America and Yucatan, we would long have remained sceptical of the fact that America had any artistic or literary antiquities to engage the attention of even the veriest amateur antiquarian. Every day however adds to the dignity of American history, and throws around the transactions and remains of former years, the air of the *antique reliques* of the old and venerable mother of the "new world,"—as this continent was designated, nearly four centuries ago, when the cautious and pensive Spaniard, or the adventurous citizen of St. Malo, directed the prows of their high pooped vessels towards the setting sun, in search of the seats of Empire in the far west.

We were much interested in the volume before us. It contains a highly interesting and minute account of the "Origin of the Companie of Massachusetts Bay, in new Englande" in 1628; a biographical sketch of each of the 110 members of the Company; and a *verbatim et literatim* transcript of the quaint "*Records of the Companie*" from April 1628 to June 1629. The remainder of the Records to 1641 will be published in succeeding volumes. The biographical sketches embody much valuable historical and personal miscellanea of the period at which the Company flourished.

The Hon. E. EVERETT, LL.D., is President of the Society under whose auspices the Records are collected and printed. "The Transcript of the Records was made by Mr. D. PULSIVER, who," the Editor remarks, "to great skill in penmanship, joins a genuine antiquarian taste and much familiarity with the chirography of ancient records," assisted by the Rev. J. B. FELT, one of the Committee of Publication. S. F. HASEN, Esq., the Editor, seems to have discharged his onerous and delicate task with great discrimination and ability.

We have to express our thanks to our American Book Agent, Mr. D. M. DAWY, Rochester, for a copy of the "*Transactions*," &c.

ELEMENTS OF SCIENTIFIC AGRICULTURE,

Or the Connexion between Science and the Art of Practical Farming.
By JOHN P. NORTON, A.M., Professor of Scientific Agriculture in Yale College. Albany, N.Y. ERASTUS H. PEASE & Co. 8vo., pp. 208.

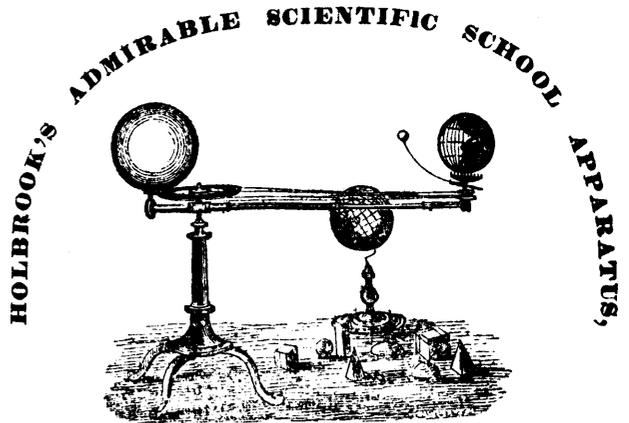
An admirable companion for a practical farmer. It is purely scientific in its character; but its practical character and value may be inferred from the fact of its being one of the Prize Essays of the N. Y. State Agricultural Society. Its general arrangement is excellent, and is similar to Professor JOHNSTON'S larger "Catechism of Agricultural Chemistry and Geology." The catechetical form, however, is discarded, "as not adapted to the Schools of this country, they requiring a work of more fulness and detail." The experiments and illustrations recommended, are of the most simple character. Altogether the work impresses us with its value as an Agricultural Text-Book.

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