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THE  
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Upper Canada,

EDITED BY

THE REVEREND EGERTON RYERSON, D.D.,

Chief Superintendent of Schools;

ASSISTED BY MR. J. GEORGE HODGINS,

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No. I.

### Address

#### TO THE INHABITANTS OF UPPER CANADA.

##### ENCOURAGEMENT TO PERSEVERE IN THE CAUSE OF COMMON SCHOOL EDUCATION.

BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

It appears appropriate to commence each year by addressing those for whose interests this *Journal* is continued, on the great objects to which it is devoted; that by awakening afresh the recollection of first principles and analyzing the criteria of Educational progress, we may be eventually animated to prosecute, with becoming energy and zeal, the noblest work of any country—the Christian, and universal and practical education of its youthful population.

The first number of last year's *Journal of Education* contained an Address to the people of Upper Canada on the system of FREE SCHOOLS—a system which is based upon the principle that every child in the land has a right to such an education as will make him a useful member of society, and that every inhabitant of the land is bound to contribute to that national object according to his property—a system the life of which is the genius of Christianity, the soul of patriotism, the spirit of the highest civilization. It is my present object to present some of those grounds of encouragement, with which the facts and experience of the past year furnish us, to persevere in the work of educating our own and our country's offspring.

1. And the first encouraging omen which I shall mention is the deep hold which the principle of Free Schools has taken of the public mind in Upper Canada. The first public enunciation of this principle in 1846, was received with general surprise and doubt, with wide spread suspicion, and in many instances with avowed hostility. In some cases it was dismissed by an editorial sneer; and in other cases it met with a less courteous reception; was at one time assailed as a public pauper, and at another time denounced as a conspirator against individual liberty. But like many of the most important reforms and improvements in the institutions of society which were once misunderstood, denounced and ridiculed, the principle of Free Schools has risen above misconception, and therefore above misrepresentation and reproach, and stands forth now as much an object of respect and admiration, as it was a short time since an object of suspicion and contempt. The explanatory and matter-of-fact free-school Address of last January, called forth an approving response from several influential members of the Canadian Press; and it is a somewhat singular coincidence, that during that same month the Superintendent of Schools for the State of New-York called the earnest attention of the Legislature and citizens of the State to the great importance of establishing Free Schools throughout the whole State. He at the same time submitted the draft of a Bill, which provided that on the vote of a majority, every individual in the State would be compelled to adopt the system of free schools. I submitted a draft of a bill, giving liberty and power to the inhabitants of each school-section (but not compelling them) through their Trustee-representatives to adopt the free-school system without reference either to the Executive Government or the Municipal Council. In the State of New-York, the compulsory and general free-school bill has become law; in Upper Canada the draft of bill submitted to facilitate the establishment of the local and voluntary free-school system has not been

adopted, and more forms and obstacles are interposed by the new School Act in the way of establishing the free-school system in any section than existed under the Act of last year. But notwithstanding this partial impediment in legislation (which I have reason to believe was unintentional on the part of the Government) the principle of free-schools has been advancing among the people in every County of Upper Canada; and we hear of the inhabitants of many sections submitting to all the forms and applications required by the law in order, if possible, to obtain the establishment of free-schools; nay, more, we are assured that the conviction is becoming very general among the people, that the free-school system is the only true one—the only one that will educate all their children—the only one that will command good teachers and erect good schools throughout the land. We indulge the sanguine hope, that, the first year of the approaching half-century will witness the establishment of free-schools in many whole Counties, if not throughout the whole Province of Upper Canada.

Let every friend of sound and universal education be impressed with the fact, that that object has never been, and can never be attained except where all the people of all ranks and classes are combined for the education of all. For more than thirty years has a famed system of Common Schools been established in the neighbouring State of New-York; and yet throughout the rural country parts of that State official reports show that comparatively little progress has been made in the character and efficiency of the Schools; while during the last few years the most astonishing advancement has been made in the schools of cities and towns. The whole circle of legislative change and amendment has been completed in the State School Law; so that during the last year or two, the school legislators have found themselves unconsciously adopting many of the leading provisions of the first State School law, passed more than thirty years ago. The School Law had undergone every variety of modification, yet a large proportion of the country schools had undergone little or no change. In 1844, a State Normal School was established to accomplish what legislative and ordinary exertions had failed to effect; but it was manifest that the grand fulcrum for intellectually uplifting the whole community was still wanting, and the example of the Free School in cities and towns and states was showing with increased clearness what that fulcrum was. It has at length been adopted, and on it is placed the lever of the whole State education machinery, and to that is applied the concentrated power of public opinion, ambition and patriotism in the cause of education. The result cannot be mistaken, though the power of human imagination is inadequate to picture it.

And why may not the goal which has been sought for during more than thirty years by our New York neighbours, be reached by the people of Upper Canada in five years? Why may we not march directly to the consummation which has cost others so many years of varied experiment and earnest disputation? In leading his army across the Alps, NAPOLEON profited by the experience and losses of HANNIBAL; and amateur travellers now avail themselves, as a pleasurable excursion, of the Simplon highway of NAPOLEON,—constructed at the expense of so much labour and treasure. Who would think of crossing the Atlantic in the petty bark of COLUMBUS since the invention of steam-packets? We should not be less wise and less practical in the momentous affairs of common schools. They require the simple application of a few great principles; they demand, not legislative experiments, but patriotic exertion—the united hearts and hands of all for the common interests of all.

2. A second encouraging circumstance connected with our common schools, is the increased attention and interest which is beginning to be manifested in regard to *school legislation*. A school-law is the mere instrument of establishing schools on the best foundation, and of supporting and maintaining them in the best manner. The more simply and easily applied that instrument is the better; but no school-law can be self-operative, any more than any other law, and its efficiency essentially depends on the skill and energy with which it is wielded, and the provisions it contains for the development and application of that skill and energy with uniform accuracy and to the best advantage. Hitherto comparatively little interest has been felt on the subject of school legislation; it has occupied a very subordinate place in executive deliberations; it has not commanded one thorough or serious discussion in the deliberations of Parliament; important bills have been passed into laws without being either discussed or understood. But a brighter prospect now opens. The Government has formally and publicly expressed its determination to bestow upon the subject of common school legislation that attention which its importance demands; the public press is beginning to evince more interest; and public interest has advanced perhaps fifty per cent. under the experience and facilities for information of the last two or three years. The elective authorities of the several Cities and incorporated Towns, have with unexampled unanimity evinced an earnest desire to maintain and mature the system of schools recently established among them; and the pervading spirit of the entire public mind is, to have good schools and universal education without regard to sect or party. The instances in which personal asperity and party feeling mingle their bitter waters with the discussion of the subject are marked exceptions to the general tone of the press, and clearly meet with no response from the country at large. But in whatever spirit the subject may be approached, the discussion of it must tend to draw public attention to it; and past experience shows that the calm and deliberate decisions of the public mind at large are generally on the side of social elevation and intellectual progress. This has been most decidedly the case, thus far, in regard to our school law and school system. Our school law, as well as that of every educational country, requires the Head of the Department not only to administer the law and to report its operations, but, from time to time, to Report also as to the efficiency or inefficiency of its provisions, and to point out their defects and suggest the proper remedies. The report of every Superintendent of Schools in the neighbouring States presents examples of the fulfilment of this duty; and the Superintendent of Schools in Upper Canada would fail in obeying the law under which he acts, and be unworthy of his position, did he not at the most suitable times plainly and fully state to the proper authorities, the conclusions of his own experience and judgment in regard to what he may think defective in the school law, and the best means of amending it. The law which imposes this responsible duty on the Superintendent of Schools, assumes, of course, that some attention will be given to the subjects of his suggestions. The appreciation of the spirit of the School Law in this respect by the leading and considerate men of all parties, affords assurance to all friends of popular education throughout the land, that our School Law and School system will soon be placed upon a firm foundation, and not be hereafter disturbed in any of its parts without due inquiry and felt necessity.

3. Another ground of encouragement in our country's educational work, is the practical proof already acquired of the possibility of not only *improving our schools, but of successfully emulating our American neighbours in this respect*. Often have we heard this, both privately and publicly, pronounced utopian; and often have we sought in friendly discussion, to prove that it was neither impracticable nor extravagant to aim at rivalling our New-York neighbours in our Common Schools. In addition to general reasoning, *facts* may now be adduced to establish this position; and these facts are as honorable to the people of Upper Canada as they are cheering to every patriotic heart. One fact is, that the average time of keeping the schools open by qualified teachers, during the last two years in the State of New York, has been *eight months*; while in Upper Canada, it has been *eight months and a half*. A *second* fact is, that the amount raised by school-rate bills has been quite as large in Upper Canada in proportion to the population, as in the State of New-York. A *third* fact is, that the amount raised by local assessments has been as large in Upper Canada in proportion to the population, as in the State of New-York. A *fourth* fact is, that the same has been the case in regard to the amounts raised by local voluntary assessments over

and above what the law has required in order to secure the apportionment of the Legislative School Grant—which, by the bye, is as large in proportion to the whole population in Upper Canada as is the annual Common School Fund in the State of New-York. A *fifth* fact is, that the number of student-teachers attending the Normal School in Upper Canada is larger in proportion to the whole number of our schools, and of our whole population, than in the State of New-York. A *sixth* fact is, that considerable more progress has already been made towards introducing uniformity of text-books in the schools of our rural districts, than has ever yet been effected in the State of New-York. A *seventh* fact is, that salaries are offered to and obtained by good Teachers from the Normal School at least twenty-five per cent. in advance of what was offered two years ago. Now these facts of a few years' growth in Upper Canada, in comparison with kindred facts of thirty years' growth in the much older State of New-York, fully warrant the statement I have made, and indicate a noble spirit of intellectual progress and patriotism among the people, from which may be developed the indefinite improvement of our schools, and the ready application of all facilities for diffusing usefull knowledge which the wisdom of the Legislature may provide.

4. For the sake of brevity, I will pass over several other less prominent facts of an encouraging character, and conclude by two practical remarks. The first is, that no feeling of discouragement should for a moment be yielded to, in consequence of any of the unfortunate provisions of the New School Bill. These provisions will not seriously affect any of the local authorities and interests until the arrival of the period for collecting rate-bills, distributing the School Fund, and preparing the School reports for the current year; and before the arrival of that time, the Legislature will meet, and will no doubt make such provision as will promote the best educational interests of the country. Councils, Trustees and Teachers need not entertain any apprehensions as to any loss, or diminution in the amount of the Legislative School Grant for the current year; or as to the requisite legal provisions to enable Trustees to fulfil all the engagements which they may enter into with Teachers.

The last remark is, that all friends of education should continue to guard against the admission of anything like a sectarian or party spirit in our school affairs. From whatever source it may proceed, or on whatever pretext founded, let it be frowned down as the worst enemy of yourselves and children. In every community, and in almost every locality, there will be found individuals steeped in the spirit of extreme partizanship—men of *one idea*, and that idea is commonly one of proscription or hostility against somebody or party; and to realize that idea, no sacrifice of educational and public interest seems too great in the estimation of its possessors. These partizans of one idea have broken up many a school, deprived many a child of educational instruction, and impeded the progress of many an improvement in the relations and interests of society. The history of our country affords ample evidence, that the spirit of extreme partizanship has been its greatest bane; and in no respect is the blighting influence of that spirit so fatal as in the question and affairs of common schools, the very existence and character and advancement of which are so entirely depending on the combined feelings and mutual co-operations of the people among whom they are established. In whatever matters difference of opinion may exist among us as a people, I am sure we may all agree in loving our country, in loving our children, and in uniting to provide for them the best possible education. God grant that this one, grand, divinely originated and divinely expansive idea, may, like Aaron's rod, swallow up every serpent idea of petty partizanship, and impart to our posterity the noblest inheritance that parental wisdom and public patriotism can bequeath!

EDUCATION OFFICE,  
Toronto, January, 1850.

E. RYERSON.

POVERTY AN AID TO SUCCESS.—An English judge being asked what contributed most to success at the bar, replied, "Some succeed by great talent, some by a miracle, but the majority by commencing without a shilling."

Sir Peter Lely made it a rule never to look at a bad picture, having found by experience that whenever he did so, his pencil took a tint from it. Apply the same rule to bad books and bad company.

## COMMON SCHOOLS IN THE STATE OF NEW-YORK, AGRICULTURAL EDUCATION, &c.

The following remarks were made by the Governor of the State in his Message at the opening of the Legislature, the 1st instant; and we hope the subject of Common Schools will soon occupy an equally prominent place in similar Canadian documents:—

"The condition, on the 30th September last, of the three funds whose revenues are applied to purposes of education, are as follows:

	Capital.	Revenue.	Payments.
Common School Fund,	\$2,243,533 36	\$284,903 76	\$244,407 14
Literature Fund,	265,966 68	42,089 96	43,436 64
U. S. Deposit Fund,	4,014,520 71	256,934 92	264,602 58

"The adoption by the People at the last annual election, of the act to establish Free Schools throughout the State, will effect a most important change in the system of Common School education. Under this law, the Common Schools are to be free to all persons over five and under twenty-one years of age. On the 1st day of July last, there were 11,191 organized School districts in the State; being an increase of 570 over the number reported last year; and the number of children taught in the Common Schools during the year was 778,309, being an increase of 2,586 over the preceding year. There are 1893 incorporated and private schools in the State, comprising 72,785 pupils. The aggregate amount of public money received by the several Common School districts, from all sources during the year, was \$846,710 45. Of this sum \$625,456,69 have been apportioned for the payment of teachers' wages. In addition to which, \$489,696 63 were raised in the several districts on rate-bills for the same object, making an aggregate of \$1,143,401 16 expended for teachers' wages during the year ending the 1st January, 1849.

"The whole number of volumes in the district Libraries is 1,409,154; 70,306 volumes having been purchased during the year, and \$93,104 82 having been expended for district Libraries and School Apparatus.

"Of the schools before mentioned, 35 are for colored children, in which upwards of 4000 children have been taught, at an aggregate expense of \$5,016 57; of which \$2,149 60 were contributed on rate bills by those sending the children to school. Considering the usually very limited means of our colored population, this large proportionate contribution voluntarily paid by them, shows a most commendable desire, on their part, to secure to their children the benefits of education.

"The Report of the Superintendent of Common Schools, will probably suggest some amendments to be made to the existing laws. I trust that they will be such as will commend themselves to your favorable consideration.

"The Normal School was removed, on the 31st of July last, to the large and commodious edifice which the State has recently erected for its use, at a cost of \$25,000. The benefits resulting from this institution are fully justifying the warmest anticipations of its friends, are making themselves manifest in the improvement already effected among the teachers of Common Schools. The whole number of pupils-admitted to the institution since its organization, has been 1129; of whom 428 have graduated, nearly all of whom are now engaged in the duties of Common School Teachers. The present number of pupils is 217.

"A proposition will, as I am informed, be made to you to authorize the instruction at this school of a limited number of Indians, in the hope, by this means, of introducing a higher order of education and of civilization among the small remnants of the Aboriginal race which are left within our borders. I solicit for this proposition your attentive and favourable consideration, as a measure not only prompted by the dictates of humanity and benevolence, but demanded alike by considerations of high policy, and upon principles of justice towards a class of our population, who, from having once been the lords of our soil, and the founders of a beautifully simple and essentially Republican Government, have gradually wasted before the advances of the white race, and have dwindled in energy and in numbers, and have sunk into a state of tutelage which demands the fostering care of the Government.

"In pursuance of a concurrent resolution of the Legislature, passed on the sixth of April last, I appointed a Board of Commissioners to mature a plan for the establishment of an Agricultural College and Experimental Farm, and to prepare a statement of the

probable expense of such an institution, and a detailed account of the course of studies and plan of operations recommended:

"The Board entered zealously into the views of the Legislature, and has gratuitously devoted much time and labor to advance the important object contemplated in the passage of the resolution. I submit herewith their report. It is eloquent, and powerfully argues in behalf of the advancement of agricultural science. It is not improbable that differences of opinion will exist with regard to the details, and to the extent and variety of the branches of knowledge which it is proposed to embrace within the course of instruction. But I most earnestly hope that no such differences, and that no other cause, may prevent the establishment and the endowment, upon a wise and comprehensive system, of an institution so beneficial in its design, and so promising of enduring and beneficial results, as a school for instruction in practical and scientific agriculture, and in the mechanic arts. There is a growing interest on the part of the people in the advancement of agricultural science. The Fair of the State Society, held at Syracuse in September last, was attended by a larger number of persons than had ever before been assembled on a similar occasion in this State. And the exhibition of the various implements and products afforded a gratifying evidence of the success of this Society, in the advancement of the great objects which it aims to accomplish."

### FREE SCHOOLS.

The people of the State of New York, have adopted a system of free schools. In this we rejoice. It is far better for the State to support schools than to erect fortifications and prisons. The schoolmaster is a more economical personage than either the soldier or the sheriff.

Free Schools were among the strongest elements of New England's growth, and, we trust, are destined to promote a similar growth throughout large portions of the earth. The early schools of New England did not owe their influence to the mere fact that they were free, but to their combining intellectual and religious culture. The school was as much the *Pastor's* charge as was the church. The teachings of the Ministry were only a fuller unfolding of the teachings of the school house. That the free school system now about to be established in this State may prove a blessing, it must secure the union of intellectual and religious training.—*New York Observer.*

**CHARACTERISTICS OF THE PRESENT AGE.**—The present may well be called the thinking age. To study, plan, alter, improve, invent and develop, seems to be the prevailing passion of all classes. As a country we seem fairly and rapidly rising to greatness. The grand secret of progression is Education, and the attention which the people begin to pay to it shows, that they have at last been aroused to its importance. In the neighbouring Republic the sovereigns have long been aware of the necessity of fostering and encouraging general education. The most liberal grants are made, and in that country teachers receive a good compensation for their arduous labors, and in fact every means is taken hold of for the promotion of that which is the surest safeguard of true freedom, good order and universal prosperity. Mighty are the changes the intellectual era is destined to accomplish in our world. Science will be made to unfold her exhaustless treasures, and art will be compelled to yield to ever restless inquiry a thousand means of happiness and improvement.—*Niagara Mail.*

Education does not mean going to school in your boyhood, or college in your youth; but it means the power to take your mind and make it the instrument of conveying knowledge and good impressions to other minds, as well as being yourself made happy.

**PERSISTENCE.**—In every great attempt, how many unknown and disastrous attempts are made, before the successful effort is accomplished! Providence is prodigal of the courage, the virtues, the sufferings, even the life of man, in order to accomplish his designs; and it is only after a multitude of unnoticed labours have, apparently, been fruitless; after many noble minds have sunk into discouragement, believing everything to be lost, that the cause triumphs.—*Guizot.*



## Selections.

### FREE SCHOOLS IN THE STATE OF NEW-YORK— THE RICH IN FAVOUR OF THEM.

It will afford pleasure to the friends of progress and education, wherever they are, to know that the State of New York, whose school system for twenty or thirty years past, has been the best in the Union, is still progressive. The school fund of this State, and including the United States' Deposit Fund, that may be considered as permanent as the original, is now about \$2,000,000. This is prudently invested, and yields an income for annual distribution of \$275,000, per annum. This distributive income from the Fund is only receivable from the State, on the condition that the people, as counties, and then again as towns, raise a like sum by taxation on property. This liberal enactment, so fully acquiesced in by the people, as has been shown by the general concurrence in the law, manifested by the result of the November election, ought forever to put to silence that silly demagogical cant that we have sometimes heard, that the rich are opposed to the poor. Here is a law likely to become enduring and fundamental, affecting a whole community, faulty no doubt in several of its details, but on account of the great general principle which it embodies, of doing good to the greatest number of the rising generation, adopted by the people almost by acclamation. But there were some votes against it! Who were these? were they the rich men, or poor men? So far as our observation goes, they are not among the heavy tax-payers in New York. A correspondent from the western part of the State writes that the enterprising men of property are generally in favour of the law establishing Free Schools. Another from Broome County writes that he scarcely knew of any who opposed the law but a few poor and ignorant men, who had plenty of children, whom they did not care about educating!! Thanks to the schoolmasters and schoolmistresses that are abroad, and to the liberalized voters whose ballots are canvassed in a majority of 157,000, that the misers who hug their gold, and the poor ignoramus who despise knowledge, with all the advantage of being counted in with some respectable men, who disliked the details of the bill, are but an inconsiderable fraction of the people. We may fairly presume that when such amendments shall have been made as the practical workings of the law will indicate, our school system will challenge comparison with the best in the world. The district schools all over the State are this winter, according to the law, to be Free Schools. In many of the districts, people will not be quite ready to avail themselves of the benefits contemplated by the law. The machinery is new, and it is not to be expected that its movements will be without friction. Some have supposed that they would have ample time to prepare for the execution of the law and its provisions, as it would not be enforced until next year; but the law is explicit, and the 14th section says that a majority of the votes of the State shall be cast for the new school law, then this act shall take effect immediately, and the 8th section says that all laws, and parts of laws, contrary thereto, shall be inoperative.

The legal provisions proposed by the legislature have now received the formal sanction and approval of the people. The majority in favour is commanding and decisive; the property owners have voluntarily and generously consented to aid their poorer neighbours in the education of their children. While we hold that it is the duty of the citizens of our christian country to do thus, we cannot cease to admire the simple sublimity of such an exemplification of social generosity and wisdom. A people who are willing to bear one another's burdens, where the rich and the poor meet together as the sharers of a common blessing, prepared principally at the cost of the former, are no where better set before the world, than in our own State. It is a proud distinction for any people to be pioneers in the work of reforming a code of instruction, so that it may embrace the whole rising generation.

It is one thing to make a law, and another thing to carry out its provisions. If the law embraces the poor and the ignorant, who have no very just appreciation of the value of learning, duty requires of the wise and prudent, who have begun a good work in behalf of the children of want, that they carry it forth to the consummation contemplated in the law. When Schools are free to all, then all should avail themselves of their privileges. Property is taxed for the support of schools, and one of the reasons assigned

for such taxation is, that a well instructed people afford greater security to the rights of property. No one has any right to remain uninstructed, any more than he has to live in a dungeon. A penalty should be set upon obstinate ignorance the same as upon vicious indulgence and overt crime.—*N. Y. Journal of Education and Teachers' Advocate, Dec. 15.*

### TEACHING OF EXPERIENCE.

Experience is an excellent teacher. Educational guide books and papers have been so few, and so limited in their circulation, until within a few years, that individual experience and common sense, have been almost the sole guide of the teacher. He has gained but little from the experience of others. A brighter day is dawning. We trust the time will soon come, when the teacher's profession shall be abundantly supplied with text books fully illustrating the theory, the practice, and the philosophy of teaching. In the mean time educational papers may do much to relieve a want which we are sure young teachers have felt at the commencement of their career as teachers. The following suggestions, which we have found useful in the daily routine of school teaching, may be of service to the inexperienced.

1. When you begin school the first time, or commence one among strangers, strive to make a happy impression upon the minds of your pupils, by some simple and timely remarks; and by the dispatch with which you bring your school into good order. Every thing depends upon the first impression. Children are shrewd observers, and their first impression is frequently the most enduring.

2. Do not go into school with a long code of rules, which you intend to have copied by the pupils, or placarded upon the walls of the school-room for their benefit. A few general directions respecting study, recitations, and the spirit which should actuate them, will be sufficient. It will be time enough to correct all improprieties when they occur. Act upon the principle that your pupils are well disposed, and intend to do right, until you find them guilty of wrong. Numberless rules frequently tempt pupils to do what they would not think of doing, had it not been suggested by the rule.

3. Classify your school as soon as possible; making as few classes as circumstances will allow. This will enable you to spend your time to the best advantage.

4. Have a particular time for each exercise, and attend to every duty in its allotted time.

5. Teach one thing at a time. Many teachers pretend to govern their school, give assistance in this and that study, at the same time they are attending to a recitation. Do one thing at a time; hear the recitation; then give the needed assistance; but give it in such a way as to lead your pupils step by step, instead of carrying them upon your shoulders.

6. If you wish your school to be quiet, be orderly and quiet yourself. A noisy teacher will generally have a disorderly boisterous school. Set the example in the manner of speaking to your pupils, and moving about the room; and your pupils will in time, catch your spirit and imitate your example.

7. If you wish to govern your school successfully, you must first be able to govern yourself.

8. If you wish to gain the affection of your pupils, treat them kindly. Teachers are very apt to be hasty in correcting their pupils. It often happens that teachers think they see a pupil doing what is wrong, and without stopping to enquire about it, proceed to administer a most cutting rebuke, or, seizing rod or ruler, chastise the offender without mercy. After this the teacher ascertains that the pupil has not committed any crime worthy such severe treatment, which not only outrages the injured one, but creates a prejudice against the teacher throughout the thinking part of the school, not easily outgrown, unless, he frankly confess his error to the offended pupil, and to the whole school. Many teachers think it will lower their dignity to mention to the school, that they are in the wrong; that they have been too hasty. Teachers mistake very much, the nature of children, who are quite as ready to appreciate a noble act, and excuse a fault or mistake, when the proper apology is made, as older persons. The high-minded teacher, who sometimes acts too hastily, but afterwards frankly and cordially points out to his pupils wherein he has acted unwisely, he will gain their highest respect and confidence; for they see that he reverences the right in his own conduct as well as in their own.

Besides treating your pupils kindly and justly, you should manifest some interest in those things which interest them: take some part in their amusements, when you can do so with propriety. Great care is necessary, lest a teacher mingle with his pupils in such a way as to allow them to take advantage of him. He should never permit improper treatment, or allow them to take unwarrantable liberties. This he can easily guard against. Teachers should never descend to those familiarities which occasion disrespect. Better take no part in the amusements of your pupils, unless you can preserve your dignity of character. We once knew a teacher, at times, rather severe, who used to join his boys in their plays, during the intermission. He had incurred the displeasure of some of them, who took advantage of these opportunities to retaliate; and, as one of his pupils informed me, he was sometimes minus a *coat-tail*; or, particular pains would be taken that he should receive the hardest snow-balls. They seemed to take delight in offering him some indignity which passed under the name of play.

Grant your pupils favors when you can do so without injury to the school. When you think best to refuse a request, assign a reason, that they may understand why you cannot gratify them. It is not always necessary to give the reason at once, but better to let them wait until a particular hour; especially, if you are engaged at the time of the request.

9. If you wish your pupils to be polite to you, be polite to them. Every morning, bid the roughest boy in the school "Good morning," as he enters the room; and, in one week he will expect his morning greeting as regularly as he goes to school, and be ready to return it. Cherish the practice of bidding your pupils "Good evening" at the close of the day, and they soon form a polite habit, which they will not forget while you are connected with them. These things may seem unimportant to you; but they are the secret avenues which lead the teacher to the hearts of his pupils, and through which, he gains a hold upon their affections.—*School Friend*.

#### CONVERSATION.

It would be useful to consider the art of conversation as a means of improvement. A considerable portion of our life is given to conversation, which we abandon to chance; yet there are few things, from which wisdom might draw more advantage. Here, doubtless, we should guard ourselves against the exaggerations of method and regularity. Conversation resists a rigorous discipline. To turn it into a methodical dialogue, would be to rob it of its naturalness and truth of expression which produces communion of mind and heart. But, without robbing it of this character, we can make it useful. Without pedantry, with modesty, even with gaiety, we can put in circulation true thoughts and honorable sentiments. Sincere goodwill serves as an easy passport. And we cannot more delicately flatter, than by giving others an opportunity of telling us what they know. Everything may be thrown into conversation, and every thing may be gathered from it. It yields favorable occasions to draw close the tie which unite us to others, and to discover the means of serving them. The talent of conversation is a great power in the actual state of society. Vanity and ambition have used it. Can we do nothing for the interests of truth and virtue by means of it? The liberal-minded and generous can alone comprehend all the privileges of speech, and draw from it the means of moral conquests, for in order to captivate, they only need to be known; in showing themselves superior, they are so natural, that, as they rise without effort, so they are contemplated without envy; always simple and sincere, they enlighten and persuade by the force of their own conviction, and by the ascendancy of the sentiments which inspire them; we feel better their presence, because we are permitted to sympathize with them; they are the altars where our hearts are kindled and reanimated; they exercise an apostleship upon earth; the admiration which they excite, and the affections which they receive, being confounded with the worship of excellence, and language from their mouths becoming a celestial messenger, who announces the blessings of virtue. The good also supply, by the influence of their character, the want of a talent for conversation; we listen more willingly to the unpretending, whom we do not suspect of any artifice; and the desire of being useful has in itself a kind of eloquence. A talent for listening may contribute to our progress, and furnish us with the means of being useful. To listen to a sufferer is often the means of consoling him. In the manner

of listening there is something which testifies good-will, and which serves to obtain it. In the study of mankind, the ear is what the eye is in the study of nature.

#### A PICTURE OF TIME.

Time is the most undefinable yet paradoxical of things; the past is gone, the future is not come, and the present becomes the past, even while we attempt to define it, and, like the flash of lightning, at once exists and then expires. Time is the measure of all things, but is itself immeasurable, and the discloser of all things, but is itself undisclosed. Like space it is incomprehensible, because it has no limit, and it would be still more so if it had. It is more obscure in its source than the Nile, and in its termination than the Niger; and advances like the slow tide, but retreats like the swiftest current. It gives wings to pleasure, but feet of lead to pain, and lends expectation a curb, but enjoyment a spur. It robs beauty of her charms, to bestow them on her picture, and builds a monument to merit, but denies it a house; it is the transient and deceitful flatterer of falsehood, but the tried and final friend to truth. Time is the most subtle, yet the most insatiable of predators, and by appearing to take nothing, is permitted to take all; nor can it be satisfied until it has stolen the world from us, and us from the world. It constantly flies, yet overcomes all things by flight; and although it is the present ally, it will be the future conqueror of death. Time, the cradle of hope, but the grave of ambition, is the stern corrector of fools, but the salutary counsellor of the wise; bringing all they dread to the one, and all they desire to the other; like Cassandra, it warns us with a voice that even sages discredit too long, and the silliest believe too late. Wisdom walks before it, opportunity with it and repentance behind it; he that has made it his friend, will have little to fear from his enemies; but he that has made it his enemy, will have little to hope from his friends.—*Colton*.

#### THE BLESSINGS OF VICISSITUDE AND CHANGE.

No person, however unfortunate, can look upon his own life without having to remember with gratitude and devotion many singular and auspicious conjunctures which no skill or merit of his own could have contrived; with many escapes from the natural consequences of his own misconduct, or from accidents which cross us even in our most guarded and virtuous paths; and who has not felt in the changes from sickness to health, from pain to pleasure, from danger to security, and from depression to joy and exaltation, a fuller and a higher satisfaction (independently of the uses of such reverses) than could have arisen from the uninterrupted continuance of the most prosperous condition. As there must be light and shade in every picture, so there must be perpetual changes to make human life delightful. Nothing must stand still: the sea would be a putrid mass if it were not vexed by its tides, which, even with the moon to raise them, would languish in their course, if not whirled round and round those tortuous promontories which are foolishly considered to be the remnants of a ruined world. Marks, as they undoubtedly are, of many unknown revolutions; the earth probably never was nor never can be more perfect than it is. It would have been a tame and a tiresome habitation if it had been as smooth as the globes with which we describe our stations on its surface. Its unfathomable and pathless oceans—its vast lakes cast up by volcanic fire, and its tremendous mountains contending with the clouds, are not only sources of the most picturesque and majestic beauties, but lift up the mind to the most sublime contemplation of the God who gave them birth.—*Lord Erskine*.

#### LIMITS TO KNOWLEDGE.

There are in every direction some bounds to our knowledge, which, although they continually recede as investigation proceeds, can never be passed; which equally exist, though their extent is different, for the most ignorant savage and the most enlightened philosopher; and at which every man, feeling himself suddenly arrested, and being unable to explain the connection between certain phenomena, feels the sentiment of wonder, and is compelled to reverence a power, the ways of which, he is thus made sensible, are inscrutable.—*Burke*.

### Miscellaneous.

#### THE CHILD AND THE DEW DROPS.

"Oh! father, dear father, why pass they away,  
The dew-drops that sparkle at dawn of the day,  
That glitter'd like stars in the light of the moon,  
Oh! why are the dew-drops dissolving so soon?"

Does the sun in his wrath chase their brightness away,  
As though nothing that's lovely might live for a day?  
The moonlight had faded, the flowers still remain,  
But the dew-drops had shrunk in their petals again,  
Oh! father, dear father, why pass they away,  
The dew-drops that sparkled at dawn of the day?"

"My child," said the father, "look up to the skies,  
Behold that bright rainbow—those beautiful dyes;  
There—there are the dew-drops in glory re-set,  
Mid the jewels of heaven they are glittering yet.

Then are we not taught by each beautiful ray,  
To mourn not earth's fair things, though passing away  
For though youth of its beauty and brightness be riven,  
All that withers on earth blooms anore sweetly in heaven.  
Look up," said the father, "look up to the skies,  
Hope sits on the wings of those beautiful dyes."

Alas! for the father—how little knew he,  
That the words he had spoken prophetic would be,  
That the beautiful cherub—the star of his day,  
Was e'en then like the dew-drops dissolving away:  
Oh, sad was the father, when low in the skies,  
The rainbow again spread its beautiful dyes,  
And then he remembered the maxims he'd given,  
And thought of his child and the dew-drops in heaven.

#### A MOTHER'S LOVE.

Last among the characteristics of woman is that sweet motherly love with which nature has gifted her; it is almost independent of cold reason, and wholly removed from all selfish hope of reward. Not because it is lovely does the mother love her child, but because it is a living part of herself—the child of her heart, a fraction of her own nature. In every incorrupted nation of the earth this feeling is the same. Climate, which changes everything else, changes not that. It is only the most corrupting forms of society which have power gradually to make luxurious vice sweeter than the tender cares and toils of maternal love. In Greenland, where the climate affords no nourishment for infants, the mother nourishes her child up to the third or fourth year of his life. She endures from him all the nascent indications of the rude and domineering spirit of manhood, with indulgent, all-forgiving patience. The negress is armed with more than manly strength when her child is attacked by savages. We read with astonished admiration the examples of her matchless courage and contempt of danger. But if death robs that tender mother, whom we are pleased to call a savage, of her best comfort—the charms and care of her existence—where is the heart that can conceive her sorrow? The feeling which it breathes is beyond all expression.—*Montgomery.*

#### IMPROVEMENTS IN THE DISCOVERIES AND APPLICATIONS OF PRACTICAL SCIENCE DURING THE PRESENT CENTURY.

It is the glory of modern science that theory and practice have been combined.

Men have not been content with sagacious generalizations. They have continually enquired how their race might be benefited by their labours, and persevered in the exercise of ingenuity, till the new developments have issued in contrivances adapted to lessen toil or contribute to the pleasure and comfort of mankind. The proofs are all around us, and in every one's dwelling. Not a day passes without giving us the opportunity of reflecting on the improved position we occupy, and the favorable circumstances in which we are found, as contrasted even with those of the immediate predecessors of the majority of this assembly. Some few illustrations may be adduced.

In 1800, a journey of 100 miles was a serious affair. It occupied, even in England, a long day, and in some parts of the country double that time, imposing great inconvenience and fatigue on the traveller. In 1850, that distance can be accomplished without difficulty in three hours, sitting entirely at one's ease and reading or conversing with pleasure.

In 1800 a voyage to India occupied from four to six months; in 1850, India can be reached in a month, and China in less than another.

In 1800, the merchant could not pass from England to Canada, or back again, with any certainty of reaching the port of destination in a specific time—it might be one month, it might be three. In 1850 he can cross the Atlantic in ten days, and visit the old country twice a-year as regularly as the mercantile traveller used to take his accustomed rounds.

In 1800, the streets of our towns and cities were lighted, if lighted at all, with miserable oil lamps, which did little more than make darkness visible, but rendered small service to the passenger. In 1850 the brilliancy of gas gives the splendour of an illumination within doors as well as without.

In 1800, if a calamity occurred, requiring to be announced to a friend at a distance, the Post Office presented the quickest mode of transmission, and in innumerable instances sad and fatal consequences ensued, and most poignant distress was inflicted from the impossibility of conveying intelligence by any swifter medium. In 1850, a message can be sent 500 miles in five minutes, and next morning the friend to whom you sent may be at your door.

In 1800, the amputation of a limb being necessarily accomplished with excruciating pain, the patient often shuddered at the endurance, and refused to submit to the operation, or lingered so long that it was too late, in either case to save his life. In 1850 the sufferer inhales a pleasant odour, falls into a sweet slumber, it may be into delightful dreams, and when he comes out of his reverie, finds himself *minus* a leg or an arm, without feeling a pang, or knowing how the separation has taken place.

In 1800, the miner received no warning of the approach of the destructive gas which deals death to all who come within its influence. In 1850 he goes fearlessly, safety lamp in hand, into the lowest depths and murkiest passages, and knows when to retreat from the advancing danger, and how to secure his escape.

In 1800, the deaf could only sit and see the speaker, faintly guessing at the terms of his address. In 1850, by applying the elastic tube to the ear, the lost sense is, as it were, restored, and communion of mind with mind is again enjoyed.

These illustrations might be multiplied almost *ad infinitum*. Even the match with which we now so easily procure instantaneous light, reminds us of that flint and steel and tinder-box of our early days, and many vain attempts to dispel the midnight darkness, when sickness or other necessity supervened; and numerous other conveniences and comforts are there, the loss of which would be deemed calamitous, and for which we stand indebted to profound and varied scientific research.

Then who can enumerate the endless inventions of mechanical genius and the appliance of chemical skill, in various manufactures, by which, in conjunction with the marvellous adaptations of steam, processes are performed with such facility, and on so extensive a scale, that articles which fifty years ago could only be purchased by the wealthy, are now produced at so small a cost as to be procurable by all classes? And who that desires the progress of society will fail to rejoice at the creation of a refined taste, a perception of the elegant and beautiful, among those who were formerly obliged to content themselves with the roughest specimens of the mechanic's handiwork, because their scanty means prevented them from obtaining any other? Nor will the rightly-instructed member of the higher orders envy his fellow-creatures the possession of these new sources of enjoyment, or be dissatisfied with the revolution that has placed in the tradesman's dwelling a product of art which, 50 years ago, could only be found in the palace, or enabled the peasant to purchase a dress which at that period a princess would not have disdained to wear.—*Rev. Dr. Cramp's Lecture, "1800 and 1850," before the Montreal Mechanics' Institute.*

GREAT MEN ARE LIKE PLANETS, which to their inhabitants, seem nothing but a lump of dirty earth; while to those who view them from a distance, they appear like brilliant luminaries.

### MENTAL ADAPTATION.

Wonderfully does the mind suit itself to occasions, and become accommodated to every circumstance. It will rise superior to the strokes of fortune, be happy in adversity and serene in death. The consciousness of rectitude will not only enable it to endure evil, but divest misfortune of its every terror. Tenderness will yield to an unbending firmness, and the eye in which the tear of emotion has so often started will disdain to weep. He who remarks the vicissitudes of fortune, and how quietly prosperity may be succeeded by a fall, can alone appreciate that property of the mind by which it becomes elevated in triumph, and extracts from adversity its hidden jewel. The principle of adaptation to every thing which can be the lot of man, is a good genius which follows him throughout his being: and its workings are alike evident, whether you regard his mental or physical relations to the phenomena which encompass him; it is this which gives a zest to his pleasures, a solace to his cares; it gilds for him the sunbeams of the morning, and when night approaches, it smooths for him "the raven dawn of darkness till it smiles."—*F. W. Barlow.*

### QUAINT DEFINITIONS.

*Language.*—A chain to unite men and keep mankind disunited. A large issue of notes which has often a small basis of gold.

*Miser.*—An amateur pauper. A lover who is contented with a look.

*China.*—A hermit among nations.

*Politics.*—A national humming-top, which spins the least when it hums the most.

*Charity.*—One whom we delight to follow, but dread to face.

*Marriage.*—Love brought to trial.

*Slave.*—A human epitaph of human feelings.

*Ireland.*—The Actæon of nations.

*Bee.*—A self-taught botanist, whose works command a ready sale.

*Ship.*—The telescope of the world.

*Money.*—The largest slave-holder in the world.

*Experience.*—The scars of our wounds.

*Debt.*—A slice out of another man's loaf.

**CULTIVATE ENERGY.**—Many of the physical evils, the want of vigour, the inaction of system, the languor and hysterical affections which are so prevalent among the delicate young women of the present day, may be traced to a want of well-trained mental power and well exercised self-control, and to an absence of fixed habits of employment. Real cultivation of the intellect, earnest exercise of the moral powers, the enlargement of the mind by the acquirement of knowledge and the strengthening of its capabilities for effort, the firmness for endurance of inevitable evils, and for energy in combating such as may be overcome, are the ends which education has to attain; weakness, if met by indulgence, will not only remain weakness, but become infirmity. The power of the mind over the body is immense. Let that power be called forth; let it be trained and exercised, and vigour, both of body and mind, will be the result. There is a homely, unpolished saying, that "it is better to wear out than to rust out;" but it tells a plain truth; rust consumes faster than use. Better, a million times better, to work hard, even to the shortening of existence, than to sleep and eat away this precious gift of life, giving no other cognizance of its possession. By work or industry, of whatever kind it may be, we give a practical acknowledgement of the value of life, of its high intentions, of its manifold duties. Earnest, active industry is a living hymn of praise, a never-failing source of happiness; it is obedience, for it is God's great law for moral existence.

### WHAT IS A CHILD?

A child is a man in a small letter, yet the best copy of Adam before he tasted the apple; and he is happy whose small practice in the world can only write his character. He is nature's fresh picture newly drawn in oil, which time and much handling dims and defaces. His soul is yet a white paper unscrawled with observations of the world, wherewith, at length, it becomes a blurred note-book. He is purely happy, because he knows no evil, nor hath made means by sin to be acquainted with misery. He arrives not at the mischief of being wise, nor endures evils to come by foreseeing them. He kisses and loves all; and, when the smart of the rod is past, smiles on his beater. Nature and his parents

alike dandle him, and entice him with a bait of sugar to a draught of wormwood. He plays yet, like a young apprentice the first day, and is not come to his task of melancholy. All the language he speaks yet is tears, and they serve him well enough to express his necessity. His hardest labour is his tongue, as if he were loath to use so deceitful an organ; and he is best company with it when he can but prattle. We laugh at his foolish sports, but his game is our earnest; and his drums, rattles, and hobby-horses, but the emblems and mockings of man's business. His father hath writ him as his own little story, wherein he reads those days of his life that he cannot remember, and sighs to see what innocence he hath outlived. The elder he grows, he is a stair lower from God, and, like his first father, much worse in his conduct. He is the Christian's example, and the old man's relapse; the one imitates his pureness, and the other falls into his simplicity. Could he put off his body with his little coat, he had got eternity without a burden, and exchanged but one heaven for another, and then returned again to his regiment.—*Bishop Earle.*

**THE DETACHED THOUGHTS,** translated from the German of Jean Paul Richter, bear continual evidence of a mind shrewd in its conceptions and original in its construction. The following are well worthy perusal:

Lively, novel images are the blossoms of our mental conceptions, which, in the cool autumn of mature intellect, bear fruit for reason. He who creates new imagery creates the germ of new thoughts.

We breathe upon the diamond that we may behold its flaws undazzled; thus sorrows awaits us that we may see ourselves.

Phæbus endows the weak poet, like the statue of Memnon, only with sound.

Some people think that the great man must be always great, as in heraldry the eagle is always represented with outspread wings.

Youth, especially female youth, gives a poetic tinge—a softened colouring to its sorrows: thus the sea, when the morning sun shines upon it, is covered, even in the storm, with rainbows.

The physician and the undertaker stand in the same relation to each other that the bird-catcher does to the birdcage-maker.

We forget most easily that of which we know least; the less we have in the sieve, the more easily it passes through.

The system-maker passes through the region of truth as a travelling merchant does through a country; both care only for their wares, and are blind to everything worthy of observation.

The first great men of a nation who have opened the way for others are forgotten, their successors are immortalized; thus the first snow-flakes melt, the others remain and give their own hue to the country round.

Many have intellect only for learning, and none for the common affairs of life. How many animals walk badly but climb admirably.

Errors hurt an empty head most, as poison does an empty stomach.

A poet is a sowing-machine; a commentator, a thrashing-machine. I would not be a woman, for then I could not love her.

The philosopher's stone was the foundation of many a man's house. Many witty sallies sting, like the bees, only once.

Red lips and red cheeks are pretty; why not red eyes and red noses?

Many a man fancies his head thinks like Pope's, because it aches like his.

Joys are our wings, sorrows our spurs.

We have nothing so certain as God, and everything external is understood only through him. He alone appears to us in the moral, the beautiful, the true; and our identity appears only in him, for he is the atlas, the supporter of our whole heaven of thought. From him all our thoughts proceed, to him all return, and he suffers not one, even the most secret, to fall to the ground.

The paleness of death is more lovely than the paleness of sorrow. To the earthly-minded, immortality is a formidable thought; to the high-minded, transport. Thus the heavens reflected in the sea appear a fearful abyss, but behold above us, a sublime height.

The thought of immortality is a glittering sea, in which he who bathes is surrounded with bright stars.

It is difficult to attack the abuses of irreligion, by its professors without injury to religion itself. Few are such good shots as Aleon, who, without hurting his child, killed the dragon in whose grasp it was.—*Blackwood.*

# JOURNAL OF EDUCATION.

TORONTO, JANUARY, 1850.

We renew our solicitations to every friend of general education and knowledge to aid us by his subscription and influence in the circulation of this *Journal*. Our labours shall be *free*, as heretofore, in conducting it; and we promise our best exertions to render it worthy of the name it bears and of the object it contemplates. But its usefulness depends upon the extent of its circulation, as well as on the character it sustains. That circulation must depend upon the voluntary co-operation of others. Our aim is to make this *Journal* the faithful friend of Youth, Teachers, and Parents; and if each of them will but give a tenth of the labour in promoting its circulation that we do in editing it for their advantage, its usefulness will be immeasurably increased. Our single object is, the sound education of every child in the land, and suitable food to satisfy the intellectual hunger and thirst of every child and inhabitant by the establishment of public libraries in every Township, Town and Village. We ask the co-operation of all who agree with us in this object.

We beg to direct attention to the extracts (under the head of *Educational Intelligence*) which we have made from the last Report of the *Irish National Board of Education*, and from the last Report of the Superintendent of Schools for the State of New York—both of which have been received since the commencement of the present month.

**FREE SCHOOLS IN UPPER CANADA.**—We learn by private letter, that at a very numerously attended public School Meeting held in the Town of Niagara, in the Town Hall, on Thursday evening the 24th inst., the Mayor in the chair, "it was almost unanimously determined that the Schools shall be supported as heretofore, by assessment, and not by rate bill." We learn that a similar resolution was adopted at a public meeting by the inhabitants of each of the three School Sections in which the Town of Simcoe (Talbot District) is divided, and where Free Schools have been heretofore established. The Common Schools in a majority of the towns of Upper Canada, are at the present moment *free*; and we hear of the inhabitants in various country School Sections taking the necessary steps to obtain the same boon for their children. We look with confidence to the near approach of the day—and a glorious day it will be—when every Common School in Upper Canada will be as free to every child in the land as the water we drink and the air we breathe.

**ENCOURAGEMENT OF CANADIAN MECHANISM.**—The Governor-General, in his characteristic desire to promote Canadian improvement, has offered through the Mechanics' Institute of Toronto, a prize medal of the value of £12 10s. to the author of the best specimen of mechanical skill. The competition to be open to all Canadian mechanics.

## LOCAL SUPERVISION OF SCHOOLS.

In the official correspondence which has lately been published on the subject of the new School Bill, it was stated by the Superintendent of Schools that the Bill was essentially defective in respect to provisions for local supervision, the establishment of an uniform system throughout Upper Canada, the means of procuring requisite local information by the Education Department, &c. Those who

may have expressed or entertained doubts as to the correctness of his remarks and views on this subject, are respectfully referred to the following remarks from the last official report of the Superintendent of Schools for the State of New York, laid before the Legislature on the 1st of the present month:—

"The Superintendent would renewedly urge upon the Legislature the restoration, in some form, of the office of County Superintendent. In addition to the reasons heretofore submitted in previous reports from this Department, the experience of the last two years warrants the assertion that an efficient administration of the Common School system cannot be secured without the assistance of this class of officers. It has been found utterly impracticable to keep up the correspondence with nearly nine hundred Town officers, which the exigencies of the Department constantly required, and which is absolutely essential to its practical workings. A very large proportion of the statistical information which is almost indispensable to a full knowledge and an accurate survey of the educational condition of the State, has been omitted in the tables herewith submitted, for no other reason than because it has been found impossible to obtain from these officers that accurate and reliable information which alone could be of any value. Within the legitimate sphere of their operations, Town Superintendents have, in general, faithfully and satisfactorily, discharged the duties incumbent upon them. But they cannot, from the nature of the case, be expected to supply the place or fulfil the functions of a County officer. The County Clerk has no other duty imposed upon him, under the present law, than that of transcribing and certifying the official reports of the Town Superintendent made to him, and embodying their results in one general table. Between the Town and State Superintendents there is urgent need of a class of local supervisory officers, through whom the latter may constantly communicate with the former and with the inhabitants and officers of the several districts, and by whose agency an uniform and harmonious co-operation may be secured throughout the entire extent of the State. It is undeniable that during the five years in which the system of County supervision was in force, notwithstanding the many unfavorable influences under which it laboured, and the numerous prejudices against which it was forced to contend, the schools of the State were advanced and improved to an extent far surpassing the experience of any previous period. An impulse was given to the efforts of the friends of education, by the active and enlightened labors of these officers, which will long continue to be felt, and the abundant fruits of which are visible in every direction around us. The mode of selection and of compensation of the County Superintendent was doubtless unwise. In some instances injudicious selections may have been made; and various causes may have existed which rendered the office itself obnoxious to a portion of our fellow-citizens. But the paramount importance, and indeed absolute necessity of a local supervision of our schools, independent of that of the Town Superintendent, and comprehending a wider and higher sphere, is so manifest to the Department, and so clearly demanded by the friends of education throughout the State, that the Superintendent deems it his duty earnestly to press the subject upon the favorable consideration of the Legislature. He would respectfully suggest the expediency of electing, once in three years, by the popular vote at the annual election, a Superintendent for each Assembly District of the State, whose duty it should be periodically to visit and examine the several Schools in his District, to inspect and license teachers, to hear and pass judgement in the first instance upon all appeals originating within his District, subject to the final revision of the State Superintendent, to receive, condense and transmit to the Department, the reports of the several Town Superintendents of his District, and generally to discharge such duties as may, from time to time, be required of him by the Legislature and the Department. His compensation should be fixed by law, and paid from the unappropriated revenues of the Common School Fund."

## GALT COMMON SCHOOL—ANNUAL SCHOOL MEETING.

*Extracts from the Minutes of the Proceedings of the Annual School Meeting, held in Galt, 8th January, 1850.*

The annual general meeting of the inhabitants of the Galt School Section was held this day in the School Room, the Rev. J. M. Smith presiding. The Secretary-Treasurer's report for the past

year was duly submitted and unanimously approved of, which Reports shows the number of children in the Section, between the ages of five and sixteen years, to be 498, the numbers entered on the School roll during the year, 303, making with six free scholars a total of 309, of which 206 were boys and 103 girls. The average attendance in summer was 106, and in winter 165; and the school had been kept open during the whole year. Amount received from the District Superintendent, £76 8s. 3d., and that collected by rate Bills, £92 17s. 1d. The School rates for the year having been two quarters 3s. 9d., and two quarters at 4s. 4d. each scholar. The building account was also submitted and approved of.

"On reference to the Minute Book the following visitations were found recorded, viz.: District Superintendent 1; Clergymen 9; District Councillors 1; Magistrates 1.

"The meeting then proceeded to the election of a Trustee in the room of Mr. George Lee, who retires by rotation. Mr. N. D. Fisher was declared duly elected.

"The advantages of establishing a common School Library was next submitted to the meeting, and warmly approved of by the Rev. J. Strang and others; but as no part of the School Fund coming into the hands of the Trustees can be appropriated to this purpose, it was resolved to leave the matter in the hands of parents sending children to the school, to commence the Fund, and afterwards to appeal to the public for assistance."

[Remarks by the Journal of Education.—The above is the first account we have seen of the proceedings of an Annual School Meeting conducted in all respects in the manner suggested in the Circular of the Superintendent of Schools—although we have understood that the proceedings of many of the late Annual School Meetings have been conducted in the same way. The law requires nothing more to be done at an Annual School Meeting than the election of a Trustee in the place of one retiring by rotation. In addition to that, the Chief Superintendent recommended each Board of Trustees to have their Annual School Reports prepared and read at the School Meeting—giving in account of the state and operations of the school for the year, and the receipts and expenditures of all moneys belonging to the School Section; and then that they should transmit said report to the local Superintendent. The Galt Trustees seem to have done so in a very complete and satisfactory manner. It will readily be seen, that such a mode of proceeding is calculated to secure punctuality and accuracy in the School Reports, to give additional interest and importance to Annual School Meetings, and to furnish the constituency of each School Section with that to which it is fairly entitled—an account of the expenditure of all the moneys raised and received by its Trustee-representatives during each year.

Complaints have sometimes been made that Trustees have not accounted for moneys which had come into their hands for the building of school-houses, their repairs, &c.; and that they have, in some instances, done the work required and paid themselves exorbitantly out of such moneys—refusing to give any account to their constituents of their proceedings. It is probable that the examples are extremely rare of Trustees conducting unjustly in any such cases of complaint; but Trustees should be placed in circumstances in which they could not be unjustly implicated, and the school-rate payers are entitled to a full and satisfactory account of the disposal of all moneys paid by them, or received from any source by their elected Trustees. For this the late School Act contained no provision; nor does the new Bill—though it imposes upon each Board of Trustees the trouble of making out *three copies* of their Annual School Report instead of one. With a view of making legal provision for the conducting of the proceedings of all Annual School Meetings in the admirable manner adopted by the Galt Trustees, and for securing systematic accounts of the receipts and expenditures of all school moneys belonging to each School Section,

the following clause was recommended in a draft of Bill submitted to the Government by the Superintendent of Schools in October, 1848:—

"V. And be it enacted, That it shall be the duty of the Trustees of each School Section to prepare and read, or cause to be prepared and read, at each Annual School Meeting for their Section, their Annual School Report, which shall include among other matters required by law, a full account of the receipts and expenditures of all school moneys which have been received and expended in behalf of such Section for any purpose whatever during the year then terminating: and if said account shall not be satisfactory to a majority of the householders present at such meeting, then such householders present, or a majority of them, shall appoint one person, and the said Trustees shall appoint another person, and the two arbitrators thus appointed, shall examine said account, and their decision respecting it shall be final; or if the two arbitrators thus appointed shall not be able to agree, they shall have authority to select a third arbitrator, and the decision of the majority of the three arbitrators thus appointed or selected, shall be final; and such arbitrators, or a majority of them, shall have authority to collect, or cause to be collected, whatever sum or sums may be awarded by them, in the same manner and under the same regulations as those according to which Trustees are authorized to collect school-rate bills; and the sum or sums thus collected, after deducting the lawful expenses of collection, shall be paid into the hands of the local School Superintendent, and expended for the Common School purposes of said Section."

We think experienced practical men in Common School affairs, will regret the omission of this simple local self-government provision in the School Law, and the introduction of the inefficient and more cumbrous provisions on this subject in the new School Bill.]

#### CORRESPONDENCE RESPECTING DISTRICT GRAMMAR SCHOOLS.

LONDON, C. W., Dec. 28th, 1849.

To the Editor of the Journal of Education.

REV. SIR,—In the *Journal of Education* for last month, there is an article on Grammar Schools, upon which (as the Principal of one) I trust you will allow me to say a few words. Approving highly of the general scope and bearing of your remarks, I must, however, enter my protest against the inference you draw from the sad fact of there having been but eight students matriculating at the last annual convocation of our University. Instead of inferring, as you appear to do, that in the whole of Upper Canada (including the Upper Canada College, the Grammar Schools, Private Schools, &c.) there were but eight lads qualified to enter the University, I would rather conclude that in consequence of the unsettled state in which that institution has been kept, and more especially from the late changes which have taken place in it, the parents and guardians of the youth of Canada are unwilling to intrust them to its care—feeling doubtful of the success of the experiment which has been made. It may be said this is only the opinion of an individual; but I can state a fact in support of it. At the present moment there are in my School two lads who could have entered with credit at the October examination, had their parents considered it desirable. They however have preferred leaving their sons still under my care, although they formerly intended to have given them an University education. When I take upon myself to say they could have entered *with credit*, I do not speak in ignorance of the standard of qualifications required, as the University mathematical scholarship of the previous year (1848) was obtained by a pupil from my school, who has, in every examination since, taken high classical and mathematical honors, my opinion may perhaps be regarded as worth something on this point. Now as it is probable most other Grammar Schools could bear similar testimony, I think we are warranted in coming to a very different conclusion from yours respecting the *capability* of our schools for supplying the University with students.

There was one other observation which I would wish to make. You say, "We think the general rule is, whether there be an assistant or not, to admit pupils of both sexes and of all ages and attainments from a, b, c, upwards." What the rule may be else-

where I know not ; but certainly for the eight years during which I have had charge of a Grammar School, although I have had an assistant the entire time, we have never admitted a female pupil, nor any boy who had not previously been instructed in the elementary branches of an English education.

Trusting you will pardon the liberty I have taken in thus intruding upon your valuable time, which I have been induced to do feeling assured that your object is not to support some favorite theory, but to elicit and circulate the truth,

I remain,

Rev. Sir, with great respect,  
Your very Obedient Servant,  
BENJ. BAYLY,  
Principal L. D. G. School.

[*Remarks by the Journal of Education.*—We have always heard a very high character given of the London District Grammar School by persons acquainted with it ; but we apprehend so much cannot be said of every Grammar School in Upper Canada—altho' it has been our intention to speak only of the defects of the system, and not in the slightest degree disparagingly of the qualifications or abilities of any Principal of a Grammar School.]

#### GRAMMAR SCHOOLS—CLAUSES IN THE NEW COMMON SCHOOL ACT.

*To the Editor of the Journal of Education.*

SIR,—I observe in your *Journal* for November, some important suggestions in relation to the Grammar Schools of this Province. The propriety of calling public attention to this subject cannot be questioned. Legislative provision has not yet succeeded in elevating these institutions to their proper standard, and I am glad you have entered upon the task of directing more notice to them. The handsome annual appropriation towards the payment of a Teacher, together with other favourable circumstances have not been sufficiently productive of good. I think I will be borne out in saying, that, generally speaking, the characteristics of our Grammar Schools have an air of exclusiveness—high tuition fees—a small number of scholars—Teachers behind the age—Trustees too indifferent to the important trusts consigned to them—a want of zeal and lively interest in the cause of Education in nearly all concerned.

The Teacher, required to be a proficient in languages and mathematics, has been called upon to give much of his attention to very young scholars, sons of the more wealthy, who would have been better at the Common School. And then as to the provision for the so called "poor scholars", what has it effected? Have the results of the whole system been at all commensurate with the outlay on the part of the Government? or rather (for a poor system is always better than none at all, and it is perhaps difficult to estimate the advantage of even a few additional persons being better educated in the country than they would have been without the Grammar Schools) have the results at all approached the anticipations of the original projectors of the District Schools?

I would not wish to be understood as willingly disparaging these institutions, or as being unmindful of noble exceptions at times, to their general features, for occasionally, owing to the exertions of some spirited teacher much has been accomplished. But, at a time when so much is attempted to secure a thorough and efficient system of Education in the Province, on which depends its future character and the happiness of the people, the Grammar Schools ought not to be overlooked.

I notice, that you do not in the suggestions you offer, make any mention of the clauses in the new School Bill, which have a natural bearing on this question. The 46th, and some subsequent clauses, contemplate a union of the Grammar and Common School. By this means a division of labour might be effected.

Over the higher departments, the Principal of the Grammar School could preside. Next to him would be his assistant Teacher. Others would follow as occasion might require ; the salary being proportioned according to the skill required. There will be little or no difficulty in providing compensation for their Teachers in the several *District Towns*, out of the Grammar and Common School funds already allotted to their localities.

As the demand for good Teachers increases, which it will with the intelligence of the people, these institutions may become *Model*

*Schools*, and it is to be hoped the honour and pride of the Counties.

Our population greatly changes by the influx of emigrants from other lands, who participate in working out our free institutions, but which can only be well conducted by experienced and intelligent agents. Great reliance must necessarily be placed in the older settlers of the country, whose *experience* should be of great service. Every true friend of Canada will feel it his duty to lend his aid, however humble, to the great cause of Canadian education, in order that we may have a sufficiently large class of people among us, able and willing to direct the work of good government.

Misery and vice are the sure concomitants of ignorance. What a sickening picture was lately presented around the scaffold, on which two human beings, man and wife, were about to expiate their deep offence against the laws of God and man! In the words of a well known writer the scene was such that "man had cause to be ashamed of the shape he wore, and to shrink from himself as fashioned in the image of the devil." There were ruffianism, vagabondism, brutal jokes, offensive and foul behaviour, prostitution and thieving, while it was yet the solemn hour of midnight, and this in the metropolis of the *greatest* nation, the *centre* of civilization! Shall we, in time, while yet we have the means as a people, ere our public lands are dissipated, not make this most extensive provision for the education of the people—shall we not do our honest endeavours to further the education of the resident population of Canada, and to save our country and our children's children from the thralldom and degradation and wickedness of ignorance? Who is not interested in such a cause?

Perth, December 18th, 1849.

W. O. BUELL.

[*Remarks by the Journal of Education.* While we highly appreciate the pervading spirit and great object of the foregoing communication, we can scarcely imagine that, of late years at least, the suspicion of exclusiveness can justly attach to the management and character of our District Grammar Schools ; and although too much indifference characterizes the affairs of the Grammar, as well as Common Schools, we are glad to believe that increased attention begins to be given to the interests and operations of both.

We had not overlooked the 46th and some subsequent clauses of the new School Bill ; but we considered them not well advised and nugatory for the objects contemplated by them, in connexion with other provisions of the Bill.

The provisions of the new Bill contemplate the division of Cities and Towns, as well as Townships into separate School Sections ; but only one such School Section in a Town can be united with the Grammar School—the Section of the Town within which the Grammar School happens to be situated. Nor does the Bill provide for consulting the Trustees of the Grammar School, and who are responsible for its management, in regard to any such union ; nor recognize their opinion at all in the matter of uniting them with another Trust. The Bill also makes the Grammar School Fund divisible among all the Masters employed in such Union School, and does not secure it to the Master of the Grammar School.

The 49th Section of the new School Bill deprives Trustees of Grammar Schools of the power of employing a Master (except he be a graduate of some University) unless he shall have produced a certificate of qualification signed by the Head Master of the Normal School. If there be ever so many candidates for a vacant Grammar School, and if the Trustees be ever so competent to judge of the qualifications of such candidates, not one of them can be employed without coming to Toronto for a certificate of qualification from the Head Master of the Normal School—a School in which Classics are not taught at all, and a Head Master of which may not be necessarily acquainted with them. The new Bill does not preclude Common School Trustees from employing a Teacher without a certificate of qualification of any kind, while it thus limits the authority of Grammar School Trustees. It does not provide for any standard of qualifications, according to which certificates shall

be given to Masters of Grammar Schools ; and a few days since a person came no less than 160 miles to Toronto to obtain a certificate of qualification as a Master of a Grammar School although he did not know the Greek Alphabet, and nothing more of Latin than the simplest elements of Grammar.

These remarks will sufficiently explain why we made no allusion to the 46th and subsequent sections of the new School Bill in our remarks on Grammar Schools. They are, perhaps, sufficient to show also, that the provisions of the new Bill in regard to Grammar Schools, as well as many other of its provisions could not have been adopted in their present form, had there been time and opportunity for due examination and discussion of the Bill by the Government and Legislature.

Established institutions of any kind ought not to be meddled with without careful inquiry and a thorough knowledge of their nature, relations, and proper management. The Grammar Schools are a most important link in the chain of our educational institutions, and ought not, we think, to be dealt with incidentally, but only after mature investigation, and by provisions adapted to improve their efficiency and perfect their system of management and operations as far as possible.]

#### FREE PUBLIC LIBRARIES.

In our report of the late examination of our Common School, we purposely omitted all notice of the suggestion of the Superintendent in reference to the establishment of a Public Library for the use of the Scholars, because we considered it a matter of very great importance, and the space then at our command precluded us from doing justice to it. We believe it will be conceded that it is imperative on the friends or the people, to promote secular instruction in every possible way, and to enlarge that basis of popular thoughtfulness and intelligence on which in times like these, the fabric of good government, peace, and social progress can alone securely rest ; and we know no better way of doing this than by the establishment of good libraries, indeed we think its importance cannot be exaggerated. Among the many causes that have contributed to the diffusion of intelligence and education among the population of Scotland, public libraries have not been the least successful. It is among the many debts of gratitude which Scotland owes to Robert Burns that he was, if not the first, yet among the very first to set the example of forming a public library ; and such institutions are now common, if not universal, in the rural districts of Southern Scotland. Some may be of opinion that the like taste for literature does not exist among our population, that it has still in a great measure to be created. But this appears to us to be only a stronger motive for introducing such institutions. No people in the world have made more efforts to provide an improved education for the young than the people of Canada. But when the generation thus trained and enlightened shall have grown up where is it to look for healthy nutriment for its new insight and intelligence if not in lending libraries established in every village. There exists at present a large number of Sunday school and other libraries, but they do not meet the wants of the people ; the motives of the supporters of these are most praiseworthy, but their views are narrow and their tastes exclusive. If any one of our rural population has a taste for science, history, or general literature, it is out of his power to gratify it. It is books of this class, works on history, biography, geography, physiology, mathematics, practical, mechanics, agriculture, &c., that it is desirable to supply in large quantities ; and books of this description to be permanently and extensively useful should be itinerating, that is exchanged between village and village, township and township, and their selection and general management should be intrusted to a central committee in which each contributing and participating place should be represented. The establishment of free public libraries will necessarily generate a desire in the humblest men to possess books as well as borrow them, and it is most important to give a right direction to this newly created appetite. It is needless to point out how this would re-act on booksellers, publishers, and authors, and give a new and higher tone to the morals and character of the people. We know that the

great difficulty in the way is how to make a beginning. We would suggest that the newly elected Councils cannot conceive that any good citizen would grudge a small tax for the establishment of such a desirable institution.—*The Dumfries Reformer*.

[*Remarks by the Journal of Education.* The spirit and objects of the foregoing remarks on the establishment of public libraries, are so accordant with what we have repeatedly urged in Reports, the *Journal of Education*, and in communications to the Government, that we are happy to add them to the many articles which we have copied into these pages on the subject.

As to the concluding suggestion of *The Dumfries Reformer*, we may remark, that the new School Bill gives local Councils or Trustees no authority to impose a tax or rate for the establishment of public libraries—though the Superintendent of Schools for Upper Canada had drawn attention to the subject, and submitted a draft of bill investing local Municipal Councils with such authority as early as the 12th of October, 1848. The omission of such a provision is one of the defects of the new School Bill.]

#### CANADIAN PROGRESS DURING THE PRESENT CENTURY.

The Rev. Dr. CRAMP concludes his late Lecture before the Montreal Mechanics' Institute, entitled "1800 and 1850," with the following summary statement of Canadian progress during the present century :—

In the progress to which your attention has been directed this evening, Canada has largely participated. Her advancement since the year 1800 has been steadily rapid. In that year the population of Lower Canada was 250,000 ; it has increased more than three-fold, being now 780,000. The population of Upper Canada was 70,000 ; it has increased more than ten-fold, being now 721,144. In 1800, sixty-four vessels arrived at the Port of Quebec ; in 1849, one thousand and sixty-four. In 1800 the Provincial Revenue was less than £30,000 ; in 1849, the returns for two quarters exceeded £300,000. In 1800, a vessel might take as much time in getting from Quebec to Montreal as was occupied in crossing the Atlantic ; now we leave one city at sunset and reach the other at sunrise. In 1800 there were no Common Schools, and in Upper Canada no Colleges ; in 1850, our schools are frequented by 200,000 pupils, and in addition to the Colleges and Seminaries connected with the French Canadian population, we have McGill and Lennoxville Colleges in Lower Canada, and, in Upper Canada, Queen's, Regiopolis, and Victoria Colleges, and the University of Toronto, besides numerous private seminaries for education, well conducted and crowded with students. In 1800, there was no gas, no steamboats, nor railroads, nor plank roads—in many places scarcely any road at all. The changes in these respects need not be enlarged on ; they are well known and duly appreciated.

At that time the country wore an aspect of rudeness and discomfort ; the population was scattered, toilsomely pioneering its way through the forests. Settlements were few and far between, and towns were but here and there visible ; but in 1850, wherever the traveller goes, he discovers symptoms of enjoyment, enterprise, and prosperity : well cultivated farms, flourishing manufactories, thriving villages, populous towns and cities, displaying the best style of modern elegance, together with abundant proofs of remunerating commerce, are presented to his view ; while in all directions he observes with satisfaction the care which has been taken to provide the means of mental culture and religious improvement.

Before us, also, an exhilarating prospect is opened. What remains, but that we resolve to be wisely patriotic ;—that whatever position we may individually choose to occupy, politically or religiously, we will encourage to the utmost extent, all purposes tending to the advancement of the interests of the land ;—that we will foster its institutions, and labour to bring them as near perfection as any thing human is capable—that we will promote, as far as in us lies, the union of Canadians in furtherance of education, agriculture, manufactures, and all moral reforms ;—and finally, that we will live for this country, and combine with all true patriots in the prosecution of such measures as shall render Canada as great and glorious as she is free !



## Educational Intelligence.

### UPPER CANADA.

*Common School Examination in the Town of London.*—The examination of the pupils under the care of Mr. NICHOLAS WILSON, was lately held in the Town Hall. We were much pleased with the manner in which they acquitted themselves, and we are certain that the readiness with which they answered the various questions put to them would have elicited astonishment from old proficient. They appeared perfectly at home either in Geography or Arithmetic, and surprised us by the celerity in working questions in Logarithms and other rules in Arithmetic.—[London U. C. Times.

*Pine Grove School—Vaughan.*—*Extract of a Letter from the Rev. A. Dixon, B. A., late Superintendent of Common Schools at St. Catharines.*—"On Friday the 21st ult., I attended the Quarterly Examination of the Common School at Pine Grove. It continued for several hours, and was most satisfactory to the visitors present, reflecting credit alike, on the ability of Mr. HIGGINS, the teacher, and on the perseverance of the pupils. The answering in Scriptural History was remarkably good, shewing that the children were taught not merely to repeat by rote, but to think on what they learned. Several exceedingly complicated questions in Arithmetic, were solved with much ease, by the more advanced pupils, and nearly the whole school evinced a surprising quickness and accuracy in mental calculation. The answering in Geography also, was very creditable. It was exceedingly gratifying to witness the interest taken in the School by some of the leading Gentlemen of the neighbourhood; J. W. GAMBLE, Esq., Mr. GRAHAM, and others, took an active part as examiners. If the leading men throughout the country, generally, took such an interest in the Schools as those gentlemen do in the one at Pine Grove, their efficiency would be materially increased. At the close of the Examination, the Doxology was sung by the Master and Pupils."

*School Section No. 5, Scarborough.*—"The Quarterly Examination was held this day in the presence of the Trustees, the Rev. Mr. Wightman and fourteen other visitors—parents of the children attending the School. I am happy to state through the columns of the *Journal of Education* the high opinion that seemed to be entertained, both by Mr. Wightman and the other visitors, of the talent and diligence of Mr. William Hunter, the Teacher, late a student of the Normal School, and also their full approval of the simultaneous system, pursued by him in conducting the School. All expressed themselves highly pleased with the proficiency which the children had made under his tuition during the short period he has taught the school."—[Communicated.

*School Section No. 6, Augusta.*—"Our Teacher, Mr. PENNOCK, having availed himself of the Provincial Normal School, has by his improved method of communicating instruction, proved the usefulness of that excellent Institution. Heads of families, as also many persons from beyond the limits of the School Section, have been induced to attend, and have been delighted with the method pursued, and the remarkable advancement of the children. The Teacher being a proficient in HULLAR'S system of Vocal Music, the singing was not by any means the least interesting part of the Examination to the visitors. From 9 to 9½ o'clock, the School was examined in Reading, Prefixes and Affixes. The classes were questioned on the properties of Metals, and by their promptitude in answering, evinced a respectable knowledge of the subject. From 9½ to 10 o'clock, the School was examined in Sacred History. This branch of instruction was never before introduced into the School, and the proficiency of the children was truly pleasing as well as edifying. The next subject was Geography, which is taught from maps, which the Teacher, at some trouble and expense, had procured expressly for the School. The result of the examination on this subject, was such as did great credit to the pupils and also to the Teacher. The visitors were next treated to an exemplification of Mulhauser's system of writing. From 11 to 11½ o'clock the classes were examined in Grammar and Algebra; then followed common Arithmetic, with the use of Formula, also Mental Arithmetic. The Examination then closed with singing, an exercise which refines, as well as exalts the youthful mind. I see by your *Journal* of November, that the Free School System has at length obtained in the neighbouring State of New York, and you may feel proud that you had the happiness and the honour of contributing very essentially to that result. I trust that the same influence will achieve something for us in Western Canada in that direction."—[Communicated.

*School Section No. 6, Township of Bertie.*—"At the close of the First Quarter we were well satisfied with the progress the children had made. On some whose attendance had been regular, it was remarked they had acquired more knowledge in one quarter under Mr. C. ABRAHAM (from the Normal School) than in a whole year previous. We were also surprised

at the end of the Second Quarter to hear the ready answers of his pupils in Geography, Grammar, Arithmetic, &c. There was an unusual number of the parents and others in attendance at the hour appointed, and at the close of it there was an universal expression of approbation."—[Communicated.

*School Section No. 19, Dumfries,* was examined before the Trustees by the Rev. J. ROX, of St. George, who expressed himself very much pleased with the progress which the children had made since he last examined the School. Every class seemed not only to learn accurately, but also to understand thoroughly, the subject to which their attention was directed.—[Galt Reporter.

*School Section No. 1, Williams,* was examined on the 18th inst., in presence of several gentlemen, who were all highly satisfied with the excellent manner in which the School is conducted, and the very great progress the pupils are making. Prizes were awarded in the several classes; and two for general proficiency and good behaviour. Two pupils received, each of them, an additional prize from Mr. McIntosh, for the creditable manner in which they acquitted themselves in all the classes, considering their age; the former being 9 and the latter 8 years.—[Canadian Free Press.

*Palermo Grammar School.*—The Trustees of the Gore District Grammar Schools have decided to remove the Palermo Grammar School to Galt.

### UNITED STATES.

#### EXTRACTS FROM THE ANNUAL REPORT OF THE STATE SUPERINTENDENT OF COMMON SCHOOLS, N. Y.

To the Legislature:

Secretary's Office, Department of Common Schools,  
Albany, January 1, 1850.

The Superintendent of Common Schools, in obedience to the requisitions of law, respectfully submits the following Annual Report:—

*Number of Common Schools.*—From the abstracts furnished by the several County Clerks, of the reports of the respective Town Superintendents of Common Schools, it appears that there were, on the first day of July last, in the 878 Towns and 81 Wards of Cities in the State, 11,191 School Districts, of which 8,411 are composed of territory wholly situated in the town where the school-house stands, and the remainder are joint districts formed from two or more adjoining towns. Reports have been received from the Trustees of 10,928 Districts; leaving 263 only from which no sufficient returns have been made.

*Time of keeping the Schools open by qualified Teachers.*—In the several reporting districts, schools have been maintained by duly qualified teachers, for an average period of eight months during the year embraced in the returns.

*Number and Attendance of Children.*—The whole number of children between the ages of five and sixteen residing in the respective districts from which returns were received was 739,655, and the whole number of children taught in the several district schools during the year was 778,309, being an increase of 2,587 over the number taught during the preceding year. Of the number thus taught, 6,687 had been in attendance on the schools during the entire year; 21,793 for ten months and upward; 70,378 for eight months and upward; 165,968 for six months and upward; 315,430 for four months and upward; 508,671 for two months and upward; and only 269,638 had attended for a less period than two months.

*Private Schools.*—In the several towns and cities, from which reports have been received, there were 1,893 private and unincorporated schools, in which 72,785 pupils were under instruction during the whole or a portion of the year reported; and 35 schools for the instruction of colored children, comprising 4,006 pupils, the expenses of which were defrayed by the appropriation of \$2,866 97 from the public money applicable to the payment of teachers' wages, and \$2,149 60 raised by rate bill on those sending to the schools.

*Expenses of the Year Reported.*—During the year embraced in the Annual Report of the Trustees, the sum of \$1,153,916 27 was paid for teachers' wages; of which \$653,704 53 was received from the State Treasury, and from the avails of town and county taxation and local funds, \$489,696 63 contributed on rate bills by those who sent to school; and \$10,515 11 raised by taxation on the inhabitants of the district to meet the amount due on the rate bills of such indigent persons as were exempted by the Trustees from the payment of their share of such bills. The number of children so exempted in the several reporting districts, is stated at 16,906.

The aggregate amount of money expended during the same year in the purchase of books for the district library and school apparatus authorized by law, was \$92,104 82.

The following sums were raised by the inhabitants of the several districts during the same year, by a tax on the real and personal estate of the districts, for the respective purposes enumerated, viz:—

For purchasing sites.....	\$25,002 25
For building school houses.....	196,770 53
For renting houses or rooms for the schools.....	6,227 78
For repairs and insurance.....	68,387 87
For fuel.....	55,618 95
For school books, furniture and apparatus.....	14,040 18
For deficiencies in rate bills.....	15,447 35
For other district purposes authorized by law.....	77,203 56

Amounting in the aggregate to.....	\$453,798 47
This sum when added to the amount raised by rate bill on the inhabitants sending to school.....	489,696 63
And the amount raised by tax to pay the rate bills of those exempted by the trustees.....	10,515 11

Exhibits an aggregate of.....	\$954,010 21
contributed by the inhabitants of the several School districts during the year reported, for the support of the Schools; and the entire amount expended for that object, during the year, including the sum apportioned from the Common School Fund, the sums raised by the Boards of Supervisors of the respective counties, and the local funds belonging to the several towns applicable to school purposes, was.....	\$1,607,714 74
Add to this amount paid for additions to the several district Libraries.....	93,104 82

And the entire aggregate will amount to.....\$1,700,819 56

The whole amount of public money received from all sources during the past year by the several Town Superintendents, and other officers charged with the receipts and disbursements of School moneys, was \$346,710 45, of which \$625,456 69 has been apportioned among the several districts for teachers' wages, \$88,075 32 for library purposes, and the balance for contingent expenses in the several cities and large towns where special provision for its expenditure is made. \* \* \* \* \*

**District Libraries.**—The whole number of volumes in the several district Libraries of the State on the first day of January 1849 was 1,409,154—being an average of about 125 volumes to each district. Many of the larger and wealthier districts, however, greatly exceed this average; and the disproportion is the greater where it should least exist. In the cities and large villages, where excess may most readily be had to extensive and well-selected public and private libraries, the share of the library fund appropriated to the respective districts is in the ratio of the population, and far beyond their real wants or necessities; while in the poorer and more remote districts, where books are most needed and most difficult of access, the pittance annually doled out from the library fund is too meagre to enable the trustees to do more than purchase a few cheap and comparatively worthless volumes.

**Normal School.**—This Institution is steadily progressing in usefulness and popular favor. During the past year a large and commodious edifice has been erected for its use, from the funds appropriated for that purpose by the Legislature at its last session; and between four and five hundred pupils from every section of the State annually avail themselves of the valuable course of instruction there communicated. At the expiration of their respective terms these pupils, thoroughly prepared for the work of instruction, go into the several school districts where their services may be required, and with but few exceptions, diligently devote themselves to the business of teaching as a permanent profession. It is difficult to estimate the value of the services thus rendered by this Institution, in elevating the standard of qualification of teachers of our Common Schools, in diffusing over the entire surface of the State a higher appreciation of the work of education, and enlisting a deeper feeling in behalf of our elementary institutions of learning. The permanent footing on which it is now placed is a matter of sincere congratulation to every friend of education.

**School Architecture.**—The Superintendent is gratified in being able to state through the liberality of one of our philanthropic citizens, James S. Wadsworth, Esq., a copy of the valuable work on School Architecture, referred to in the last Annual Report from this Department, by the Hon. Henry Barnard, late Commissioner of public Schools in Rhode Island, and now State Superintendent of Connecticut, has been forwarded to the Town Clerk of each town in the State, for the use of the various school officers of the town who may have occasion to consult the same. The subject of School Architecture is rapidly assuming that high appreciation which it deserves: and the varied experience and undoubted abilities of Mr. Barnard entitle his suggestions and recommendations to the utmost regard. If a copy of this excellent work could be placed in each of our School district Libraries, there is no reason to doubt the expense would be a thousandfold compensated by the increased convenience, elegance and beauty of our numerous school houses.

Nearly \$200,000 is, as will be seen by reference to a former part of this Report—annually raised by direct taxation throughout the State for the single purpose of building school houses. It is obvious, therefore, that the

interests of the several districts, in a strictly economical point of view, would be essentially promoted by such an expenditure of this fund, as would be most in accordance with the judgment and experience of those who have familiarized themselves with this department of Architecture. In this respect such a work as the one referred to would prove invaluable to the several districts.

**School Journal.**—The renewal of the annual appropriation for a monthly periodical exclusively devoted to the subject of Education, and which shall serve as a medium of communication between this department, and the officers and inhabitants of the several school districts, is respectfully recommended.

**The School Law.**—By the eighth section of the "Act for the establishment of Free Schools throughout the State," all laws and parts of laws inconsistent with the provisions of that act, other than those relating to free schools in cities, are repealed; and by chapter 388 and chapter 382 of the laws of 1849, several essential alterations were made in the school laws as codified by the act of 1847 amending and consolidating the several provisions of the Revised Statutes, relating to Common Schools. The existing statutes afford, therefore, a very imperfect guide to the inhabitants of school districts, and the several officers charged with the local administration of the system, and it is very desirable that those portions of the acts referred to, which are still in force and unrepealed, should be re-enacted and consolidated in one general statute, together with such amendments as the Legislature at its present session may see fit to adopt; and that the Superintendent of Common Schools should be authorized to prepare a copy of the same, together with such instructions and forms, for the guidance and information of the officers and inhabitants of the several districts, as he may deem expedient and necessary, and cause the same to be distributed throughout the State, and placed in the several district libraries.

**Free Schools.**—The adoption by the people of the "Act for the establishment of Free Schools throughout the State," and the consequent incorporation of its provisions into the statutes of the State as a portion of our Common School system, constitutes a new and interesting era in the history and progress of that system. Every child between the ages of five and twenty-one, residing in the State, is entitled to free and gratuitous education in the Common Schools now established, or which may hereafter be established in pursuance of law, and the expense of such education beyond the annual appropriations from the revenue of the Common School Fund, and the amount required by law to be raised by the respective Boards of Supervisors upon the taxable property of the several towns and counties of the State is to be provided by taxation upon the real and personal estate of the inhabitants of the respective school districts. Whatever difference of opinion may exist in reference to that particular mode of levying the tax thus authorized for the universal and free education of the youth of the State, the great principle that elementary instruction in our public schools shall from henceforth be free to all, without discrimination or restriction, has been definitely settled, and may be regarded as beyond the reach of controversy. \* \* \* \* \*

**Christian Education of the Heart.**—The education of the heart must ever accompany and keep pace with that of the head. Correct principles, right motives, and good habits must early be implanted in the youthful mind, and "grow with its growth and strengthen with its strength;" and every influence which flows from the elementary school must be elevating and ennobling. Too much care cannot be taken by the inhabitants and officers of school districts, in excluding from the teachers' desk individuals of doubtful moral character, or in securing the services of those whose daily lessons and deportment shall inculcate and foster the great truths of humanity, integrity, conscientiousness and benevolence. To accomplish this, it is not necessary that the peculiar or sectarian views of any religious denomination should be taught, or even adverted to; nor is the Common School the proper place, in any point of view, to enforce the distinction between the several religious sects. The foundation of character, usefulness and happiness may be laid in those enduring and comprehensive principles of Christian ethics and morality which lie without and above the pale of mere theology; and this is the province of the Common School, so far as its means are adequate and its jurisdiction extends.

If, therefore, the inhabitants and officers of the several school districts will avail themselves conscientiously and in good faith of the provisions so liberally made by the enlightened and comprehensive policy of the State for the support of elementary schools, they may reasonably look forward to results far surpassing the most sanguine expectations of those statesmen and philanthropists who have hitherto so indefatigably exerted themselves for the promotion of popular education. The coming generation will be prepared to enter upon the varied duties incumbent upon them with faculties unclouded by ignorance, and with principles and habits undebased by vice. The complicated machinery of civilization will move onward to the accomplishment of its majestic destiny, free from the incessant friction of selfish and sinister designs—the enormous expenditures now lavished upon

the maintenance and support of criminal jurisprudence, prisons, penitentiaries and poor-houses, will be transferred to objects more in accordance with the spirit of the age—and we shall present the noble spectacle of an educated, enlightened, virtuous community, fulfilling a mission in the advancement of our common humanity, which has been assigned to no other people, in no other age.

CHRISTOPHER MORGAN  
Superintendent of Common Schools.

*Free Schools in the State of New-York.*—In our November number of last year we mentioned the vote of the people of the State of New-York in favour of FREE SCHOOLS. The State Superintendent has published a general circular on the subject of the new Free School Law. We extract the following introductory paragraph of this excellent circular :—

“The Superintendent of Common Schools tenders his most cordial congratulations to the people of the State, on the recent adoption of the “Act for the establishment of Free Schools throughout the State,” by a majority so strongly indicative of the popular appreciation of the great interests involved in the issue submitted. The whole number of votes cast for the new law is 249,872, and the whole number against it 91,951, showing a majority of 157,921. The unequivocal sanction thus afforded to the principle of the Universal and Free Education of the youth of the State, affords additional grounds of reliance upon the efficacy of our popular institutions, to accomplish the important objects for which they were designed, and demonstrates the entire confidence which may at all times safely be reposed in the intelligence and virtue of an enlightened community. The conviction is fully entertained by the Superintendent, that by far the larger portion even of those who felt constrained to oppose the act in question, were actuated not by hostility to the principle of Free Schools, but by considerations drawn from objections, whether well or ill-founded, to the particular details of the bill upon which they were specifically called to act. These objections, it is confidently hoped and expected, may be obviated either by a more full explanation and understanding of the provisions referred to, or by future legislative action; and the united efforts of the people, thereby enabled to be put forth to sustain and carry into successful operation, the new and interesting feature thus engrafted upon our system of public instruction. To this end the Superintendent earnestly invokes the efficient co-operation of every friend of Education, in its highest and best sense, and of every citizen who has at heart the welfare and prosperity of our social, civil and religious institutions, in the important task of organizing and perfecting the details of that system which has been so emphatically decreed by the popular will.”

## BRITISH AND FOREIGN.

### EXTRACTS FROM THE FIFTEENTH REPORT OF THE COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND, FOR THE YEAR 1848.

*Number of Schools and Pupils.*—On the 31st of December, 1847, we had 3,825 schools in operation, which were attended by 402,632 children. At the close of the year, 1848, the number of schools in operation was 4,109, and of pupils on the rolls, 507,469, showing a total increase, in this class of schools, of 284; and an increase in the attendance, in the year, ending the 31st of December, 1848, as compared with the year 1847, of 104,837 children.

In our last Report we stated that, in consequence of the prevailing distress, there had been a decrease in the attendance, during the year, as compared with the preceding one, of 53,788. The increase in the year 1848, may be ascribed, in a considerable degree, to the fact of food having been distributed, by the British Relief Association, to the children attending a large number of the National Schools, especially in the south and west of Ireland.

In addition to the 4,109 schools in operation, there are 321 towards which, at various times, we have made building grants; of these grants 91 were made during the past year, amounting to £8,748 3s 4d. When these 321 schools shall have been completed, and in operation, they will afford accommodation to 30,461 additional pupils.

The number of schools struck off the rolls, during the year 1848, for the various reasons specified in the Appendix, was 114; 10 schools are suspended, which may hereafter be re-opened; and 426 new schools were added to the list. The number of our schools, on the 31st of December, 1848, was 4,440, including those in operation, those suspended, and those towards the building of which we have promised aid. The actual and expected attendance in these 4,440 schools, will be 537,930.

*Classification and Salaries of Teachers.*—In our last Report, we explained the arrangement decided upon for the classification of the teachers,

under the new scale, which came into operation on the 1st of April, 1848.

In conformity with that scale, teachers of National Schools are divided into three classes, which are again subdivided, and to which the following salaries are respectfully attached :—

	Males.	Females.	
First Class, { 1st Division,	£30	£24	per annum.
{ 2nd Do.,	25	20	“
{ 3rd Do.,	22	18	“
Second Class, { 1st Division,	20	15	“
{ 2nd Do.,	18	14	“
Third Class, { 1st Division,	16	13	“
{ 2nd Do.,	14	12	“
Probationary Teachers,	10	9	“
Assistant Teachers,	10	9	“
Mistresses to teach Needlework,	-	6	“

Our four *Head Inspectors* examined, during the year 1848, the male National Teachers throughout Ireland, assigning to each the class to which they considered him entitled. The Head Inspectors are satisfied from the results of their examination, that the qualifications of the Masters are steadily improving; and there is every prospect, that the arrangements we have adopted will secure still further improvement. The examination and classification of the female teachers will take place this year.

*National Books.*—On the 31st of December, 1847, the receipts for books sold to National Schools, at reduced prices, within that year, amounted to £4,124 13s 8d. The amount received in 1848 was £5,572 7s 11d., showing an increase in the year 1848 of £1,447 14s 3d. It is to be observed that, as our books are supplied to National Schools at nearly half the cost of production, the value of those sold in 1848, would be about £11,000.

The demand in England and Scotland for our National School books materially increased in 1848. We have made arrangements with the Committee of Council on Education, and the Poor Law Commissioners in England, for supplying their Schools with National School books, at a moderate rate, but which leaves a *small profit* over all the expenses incurred in their publication. From the orders already received, we have every reason to expect, that the Committees of Schools and the local Guardians of Poor Law Unions in Great Britain, will avail themselves, to a considerable extent, of the advantages thus afforded. Our sales to the Committee of Council on Education, from the date of this arrangement up to the present time, have averaged about £300 each month.

*Drawing in the Normal and Model Schools.*—The experiment announced in our Fourteenth Report, of the introductions into our schools, in Marlborough-street, of the system of Drawing from Models, under a Master of experience, has been eminently successful. We hope gradually to train a class of teachers qualified to communicate a limited knowledge, both of drawing and vocal music, to the children attending our larger schools throughout Ireland.

*Religious Instruction.*—We deem it expedient to republish the statement made in former Reports regarding the arrangement for giving religious instruction to the pupils of the Model Schools, and the teachers in training, which is as follows:—“The arrangements for the separate religious instruction of the children of all persuasions attending these schools, and also of the teachers in training, continue to be carried into effect every Tuesday, under their respective clergymen. Previously to the arrival of the clergymen, each of the teachers in training is employed in giving catechetical and other religious instruction to a small class of children belonging to his own communion. These teachers attend their respective places of worship on Sundays; and every facility is given, both before and after Divine Service, as well as at other times, for their spiritual improvement, under the directions of their clergy.”

*Number of Teachers Trained during the Year.*—We trained, during the year, and supported at the public expense, 267 National Teachers, of whom 177 were males, and 90 were females. We also trained 33 teachers not connected with National Schools, who maintained themselves during their attendance at the Model Schools, making the total number of teachers trained in 1848, 300. Of the 267 teachers of National Schools, trained during the year, 11 were of the Established Church, 37 Presbyterians, and 219 Roman Catholics. The total number of male and female teachers trained, from the commencement of our proceedings to the 31st of December, 1848, is 2,311. We do not include in this latter number those teachers who, at the time of their training, were unconnected with National Schools.

*Model Farm and Agricultural Instruction.*—The management of the *Model Farm*, by the agriculturist, during the year, has given us satisfaction. Having decided, as stated in our last Report, upon providing adequate accommodation for boarding, lodging, and training at least 50 Agricultural Teachers and Pupils, which is double the former number, we have enlarged our farm to upwards of 100 acres. By this arrangement, we shall be enabled not only to employ an increased number of Agricultural Teachers and Pupils, but also to give them a more varied and useful course of agricultural instruction than we could do when the farm was smaller.

*Model Agricultural Schools.*—In 1847, we had 17 Model Agricultural Schools, and 12 ordinary Agricultural Schools. During the year 1848 we

made grants towards the erection of 14 Model Agricultural Schools, amounting to £4,600, and we awarded the usual grants of salary to 10 ordinary Agricultural Schools. We have struck off the roll, during the year, 3 Agricultural Schools. The total number of Agricultural Schools in connexion with us, on the 31st of December, 1848, was therefore 50. Of the Model Agricultural Schools only 8 are at present in operation.

The result of our limited experience has convinced us, that the establishment of *Model Agricultural Schools* will be attended with far greater expense than was at first anticipated, either by ourselves, or by the local applicants. We are at present making inquiries upon this important subject, and we have submitted plans for building this description of schools to persons of practical knowledge and experience. In our next Report, we shall give the plans of such school-houses, farm buildings, and residences for teachers and agricultural pupils; an estimate of the cost; the amount of our grant, and of the required local contribution, together with a statement of the general regulations upon which such schools are to be conducted. The amount of the liabilities we have already incurred, towards the erection of 29 Model Agricultural School, is £8,458 14s. 1d.

*Agricultural Inspector.*—In accordance with the intension announced in our last Report, we appointed an *Agricultural Inspector* in August, 1848. We selected for this purpose from a great number of highly-qualified candidates, Thomas Kirkpatrick, Esq., M. D., who had been one of the founders, and for many years one of the most active supporters of the Larne Model Agricultural School. Immediately after his appointment, he visited the principal institutions for agricultural instruction in England, and has since been employed in inspecting the various Agricultural Schools in Ireland, in connexion with our Board.

*School Libraries.*—Considerable progress has been made in the selection of suitable books for *School Libraries*; and our arrangements for establishing them, in schools where the local Managers approve of their introduction, will be completed in the course of the year. We shall commence with our District Model Schools, which we shall also supply with a series of works for the use of the teachers, assistants, and paid monitors.

*Inauguration of the Queen's College, Cork.*—This institution was opened with full ceremonial on last Wednesday, in the presence of the elite of the county and city. After some preliminary and routine business, the staff of the College were sworn. The oath, which is most important, is in the following words:—

"We do hereby promise to the President and Council of the Queen's College, Cork, that we will faithfully, and to the best of our ability, discharge the duties of Professors in said College, and we further promise and engage that in Lectures and Examinations, and in the performance of all other duties connected with our chairs, we will carefully abstain from teaching or advancing any doctrine, or making any statement derogatory to the truth of revealed religion, or injurious or disrespectful to the religious convictions of any portion of our classes or audience. And we promise to the said President and Council of the College, Cork, that we will not introduce or discuss in our place or capacity of Professors any subject of politics or polemics tending to produce contention or excitement, nor will we engage in any avocations which the President and Council shall judge inconsistent with our offices, but will, as far as in us lies promote on all occasions the interests of education and the welfare of the College."

Sir Robert Kane having delivered his inauguration address as President, speeches were made in approbation of the institution by W. Fagan, Esq., M. P., by the High Sheriff, T. R. Sarsfield, Esq., and by the Mayor of Cork, Sir W. Lyons. The advantages of a practical agricultural School and Botanic Garden were insisted upon and Sir Robert Kane on behalf of the College pledged himself to give every facility for carrying out the project.

*Head Mastership of Rugby School.*—At a meeting of the hon. trustees on Monday, the Rev. Edward Meyrick Goulburn, M. A., examining chaplain to the Bishop of Oxford, and formerly Fellow and Tutor of Merton College, was elected head master of Rugby School.

### Literary and Scientific Intelligence.

*Steel Railways.*—A Vienna paper contains a curious account of the efforts making to advance the internal manufacture of rails. One foundry at Prevali in Carintha, is said last year to have furnished 1500 tons of rails with three furnaces. The fact is, that these rails are of such beautiful steel, for the most part, that they might be cut up into razors and sword-blades, as they are formed of the classical steel, which is as unique in our days as it was in the days of Horace, and for which, if there were but a decent road to Trieste, our cutlers would, probably, be glad to give more than double the weight of ordinary iron. Of this material the beautiful hanging bridge at Vienna is made, which is suspended upon two main

chains instead of the usual four, and which weighs proportionable about two-thirds of the weight of another suspension bridge, at no great distance from it, made of common iron, after a model by Browne. This is an amusing instance of the effects of protection to manufactures, which even beats ourselves, for there is a high export duty upon this steel in a raw state.—[The Times.]

*Atmospheric Phenomena.*—It may be noticed as a curious circumstance of unusual occurrence at this period of the year, that lightning of intense brilliancy has been nightly visible in the environs of the metropolis during the past week. On Thursday night about 12 o'clock, and from that time until three the following morning, these electrical displays were more than ordinarily vivid, the atmosphere at the time being sultry and close. For the space of half an hour, flashes of light of a pale crimson color succeeded each other with scarcely an instant's intermission, from the south and south-west. The appearance of this phenomenon was preceded generally by a faint gleam of white light, which, from the reflection of dense vapoury clouds, assumed a ruddy tinge, similar in effect to the aurora borealis, though dissimilar in the length of its duration. About six o'clock a breeze sprung up from the south-west, and the clouds began to break away, but the oppressive heat still continued. The lightning was accompanied by thunder.—[London Paper.]

*The Moon.*—The moon when closely examined by powerful telescopes has the aspect of a dislocated and shattered world; and that part of the terrestrial globe, from which Darwin supposes it to have been projected, abounds more than any part, with tremendous volcanoes, and has, even of comparatively late years, been subject to the action of earthquakes which have raised considerably above any former level its more extensive line of coast. The condition of the moon has been completely laid open to us by the telescope of Lord Rosse, which renders perfectly visible every object of the height of one hundred feet. Edifices, therefore, of the size of York Minster, (says Dr. Scoresby), or even the ruins of Whitby Abbey, might be easily perceived, if they existed, but there is no appearance of that nature. Neither is there any indication of the existence of water or an atmosphere. There is a vast number of extinct volcanoes, several miles in breadth, through one of them there is a line, in continuance of about one hundred and fifty miles in length, which runs in a straight direction, like a railway. The general appearance, however, is like one vast ruin of nature; and many pieces of rock driven out of the volcanoes, appear to be laid at various distances. Rocks and masses of stone are almost innumerable. From these circumstances, and especially from the want of an atmosphere, it seems impossible that any form of life, analogous to those on earth could subsist there. But on the supposition that the moon has inhabitants, the earth must present to them the appearance of an immense moon, but almost immovably fixed in their sky, while the stars must seem to pass slowly beside and behind it. Our earth to them will appear clouded with variable spots, and belted with equatorial and tropic zones, corresponding with our trade winds; and it may be doubted whether, in the perpetual change of these, the outlines of our continents and seas could ever be closely discerned.—[Wonders of Astronomy.]

*Rotation of the Sun.*—We thought the time of the sun's revolution upon its axis was by this time pretty accurately known, but it appears that we are still uncertain two hours. By 22 series of observations of M. Laugier, on 29 different solar spots, he finds the time to be 25.34 days; the inclination of its equator to the plane of the ecliptic 7 degrees 9 minutes; and the longitude of the ascending node of the solar equator, 75 degrees 8 minutes, reckoning from the equinox of 1840. This time of revolution differs about two hours from Lalandis, now received as correct. But the most curious part of this is that M. Laugier's observations of different spots give the length of the solar day differing from 24.28 days to 26.23 days, or nearly two days difference. The astronomer has increased the space in which the spots are observed from 40 degrees to 41 degrees on each side of the sun's equator. A curious observation has been made by him, and thrown out merely as a guide for future observers to verify or not, namely that all the spots on either side of the sun's equator appear to approach the pole, or recede from it, altogether.—[Researches in Astronomy.]

*Cinderella or the Glass Slipper.*—Two centuries ago furs were so rare, and therefore so highly valued, that the wearing of them was restricted, by several sumptuary laws, to kings and princes. Sable, in those laws called *vair*, was the subject of countless regulations, the exact quantity permitted to be worn by persons of different grades, and the articles of dress to which it might be applied, were defined most strictly. Perrault's tale of Cinderella originally marked the dignity conferred on her by the fairy by her wearing a slipper of *vair*, a privilege then confined to the highest rank of princesses. An error of the press, now become inveterate, changed *vair* into *vers*, and the slipper of sable was suddenly converted into a glass slipper.—[Dublin University Magazine.]

### Editorial Notices, &c.

**NOBLE SUPPORT OF COMMON SCHOOLS IN BELLEVILLE.**—At a public meeting lately held in Belleville the following resolution was passed:—"That a direct tax be imposed upon the Town for the purpose of defraying the salaries of the Common School Teachers, and that the present Board of Trustees are empowered under the Act to levy a tax sufficient for that purpose."

No other business being brought forward, the meeting closed:

(Signed) BILLA FLINT, Jr., Chairman.

ROBERT M. ROY, Secretary.

**KENTUCKY.**—It appears from the Governor's annual message to the Legislature, that the sum annually applicable to Common Schools is \$150,000—one fourth less than in Canada. The Governor urges increased regard to general education, and gives a good account of what has been done.

**MASSACHUSETTS.**—In the Governor's annual message to the Legislature it is stated that the educational institutions supported by the State are working successfully and with excellent results.

**FREE SCHOOLS IN THE STATE OF WISCONSIN.**—A correspondent of the *New York School Journal*, writing from the capitol of this State says:—"Time will not permit me to give you a true idea of the state and progress of education in the west. In the State from the capitol of which I am now writing, the best feeling prevails. By constitutional provision and legislative enactment the Schools are free! Yes, sir FREE SCHOOLS in this new State!"

**CONVENTION OF GERMAN TEACHERS.**—The Berlin correspondent of the *N. Y. Commercial Advertiser* says:—"A convention of 240 Teachers from all parts of Germany has been held at Nusemberg. Politics were strictly excluded from their discussions."

**OPINIONS OF THE CANADIAN PRESS ON FREE SCHOOLS.**—We should be glad to learn, and give insertion in the *Journal of Education* to the opinions of the entire Canadian Press on the all important subject of FREE SCHOOLS. In view of legislation on the subject during the approaching Session of the Legislature, it is an appropriate time for the PRESS to express its sentiments on the principle of *Free Schools*. The following are the only recent expressions of opinion on this subject which have come under our notice:

*From the Brantford Herald, December 12th, 1849.*

"To remove this plague-spot of ignorance this disgrace from Canada, will be a noble work for all true and enlightened reformers, who, in such a noble undertaking, will have for their example the truly magnanimous people of the State of New-York, who, on the 6th ultimo, by a ballot vote of a great majority, declared their *Common Schools to be open to every child in the State, to be taught therein FREE*. The Americans perceive the necessity for making education general; and Canadians must see that that education is the foundation of progress, and the great bulwark of civil and religious liberty; and seeing this they must emulate, and, if possible, surpass their neighbours in the States, by distributing knowledge to all, "without money and without price." The poor man's child must not be excluded from the fountains of learning on account of the poverty of his parents, but must have every facility afforded him for the cultivation of his immortal part, that would be granted to the child of the wealthiest in the land; and for the instruction of all, teachers of the highest order of intellect should be employed and fully compensated for their labours. Large and comfortable schoolhouses with suitable buildings attached, should be erected in every school section, and such schoolhouses should be amply furnished with maps, black boards, globes, and all the apparatus necessary. There are some who say, that it is impossible to accomplish so much in a poor country like Canada; but so much we would say, that Canada is not a poor country, and that it is quite possible for Canadians to educate their children as well as the inhabitants of the neighbouring State can educate theirs.

[Remarks by the *Journal of Education*.—If our schools have been supported when only a part of the inhabitants have contributed, how much more efficiently and easily can they be supported under a system which unites all according to their property?]

*From the Niagara Mail, January 23rd, 1850.*

"The mode of assessment in this Town in general worked well, and met with the approval of the great body of the people. If it bore hard on some who had no children to send to school, it is contended that it is much better to have to support the system, in this way, than to be obliged to contribute to the maintenance of prisons with all their concomitant expenses. Let all the children receive an education, and they will be more likely to grow up good members of the community than if they were neglected. This is self-evident, and requires no elaborate train of reasoning."

### Journal of Education for Upper Canada.

#### OPINIONS OF THE PRESS.

[We are grateful for the many commendatory notices of the *Journal of Education* which have been given by the Upper Canada Newspaper Press. We take the liberty of inserting the following notices from highly respectable publications issued beyond the limits of Upper Canada:]

*From La Minerve (Lower Canada) December 17th, 1849.*

"Nous y trouvons un foule d'articles du plus grande intérêt, depuis la première page jusqu'à la dernière."

"Rien comme l'exemple pour faire agir les individus, et il en est de même pour les peuples; le *Journal d'Éducation du Haut-Canada* cite continuellement l'exemple des nations les plus avancées, il montre l'état de l'éducation dans les divers pays, il touche du doigt ce qu'il y a de mieux et il fait un bien inappréciable dans la Province supérieure."

*From the New-York Commercial Advertiser, January 19th, 1850.*

"The *Journal of Education for Upper Canada*. Edited by the Rev. E. Ryerson, D. D. Toronto: Thos. H. Bentley.

The second volume of this excellent educational periodical was concluded with the December number. The enlightened, liberal views which distinguish this monthly, and the editor's ardent devotion to the cause of education, have given to the "*Journal of Education*" a wide and beneficial influence. Dr. Ryerson is the Chief Superintendent of Schools for Upper Canada, and has already achieved much in that sphere. We often find evidence in his pages that he has closely studied the American system of education, and that his active mind is alive to every improvement that can be introduced into the schools under his charge. We hope that this new volume will be even more successful than its predecessors."

*From the N. Y. Methodist Quarterly Review for January, 1850.*

We have been greatly gratified with monthly visits, for the last quarter, from the "*Journal of Education for Upper Canada*," published at Toronto and edited by the Rev. Dr. Ryerson. It is conducted with great spirit and ability; and its pages abound in indications that the Common School System is taking deep root in Upper Canada. We wish God speed to the cause, and to this able "*Journal*" as its organ and exponent.

#### WANTED,

A HEAD MASTER for the COMMON SCHOOL of the Town of London. Salary £150 per annum.

Personal address to be made to HENRY DALTON, Esq., of London, Chairman of the Trustees of the said School, on the 15th of February next.

N. B.—In accordance with the provision contained in the 12 Vict. Cap. 83, Sect. 49, applicants will be required to produce a certificate of qualification signed by the Principal or Head Master of the Normal School of Upper Canada, or shall have graduated at some University.

WILLIAM ELLIOT,  
Secretary-Truster.

London, C. W., 23rd January, 1850.

#### JUST PUBLISHED,

THE LITERARY CLASS BOOK; OR, READINGS IN ENGLISH LITERATURE; to which is prefixed an Introductory Treatise on the Art of Reading and the Principles of Elocution. By Professor SULLIVAN, (of the Irish National Educational Board).

Dublin, CURRY & Co.; Toronto, A. GREEN.

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