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HUGH MILLER AS A SCHOOL BOY.

Men may learn much from each other's lives—especially from good men's lives. Men who live in our daily sight, as well as men who have lived before us, and handed down examples for us in the lives of others formed after their own model, are the most valuable practical teachers. For it is not mere literature that makes men—it is real, earnest, practical life, the life and example of the home, and the daily practical life of the people about us. This it is which mainly moulds our nature, which enables us to work out our own education, and build up our own character.

Hugh Miller has very strikingly worked out this idea in his admirable autobiography just published, entitled "My Schools and School-masters."* It is extremely interesting, even fascinating, as a book; but it is more than an ordinary book—it might almost be called an institution. It is the history of the formation of a truly noble and independent character in the humblest condition of life—the condition in which a large mass of the people of this country are born and

brought up; and it teaches to all, but especially to poor men, what it is in the power of each to accomplish for himself. The life of Hugh Miller is full of lessons of self-help and self-respect, and shows the efficacy of these in working out for a man an honorable competence and a solid reputation. It may not be that every man has the thew and sinew, the large brain and heart, of a Hugh Miller—for there is much in what we may call the *breed* of a man, the defect of which no mere educational advantages can supply; but every man can at least do much, by the help of such examples as his, to elevate himself and build up his moral and intellectual character on a solid foundation.

We have spoken of the *breed* of a man. In Hugh Miller we have an embodiment of that most vigorous and energetic element in our nation's life—the Norwegian and Danish. In the times of long, long ago, these daring and desperate northern pirates swarmed along our eastern coasts. In England they were resisted by force of arms—for the prize of England's Crown was a rich one; and by dint of numbers, valor, and bravery, they made good their footing in England, and even governed the eastern part of it by their own kings until the time of Alfred the Great. And to this day the Danish element amongst the population of the east and north-east of England is by far the prevailing one. But in Scotland it was different. They never reigned there; but they settled and planted all the eastern coasts. The land was poor and thinly peopled; and the Scottish kings and chiefs were too weak—generally too much occupied by intestine broils—to molest or dispossess them. Then these Danes and Norwegians led a seafaring life, were sailors and fishermen, which the native Scots were not. So they settled down in all the bays and bights along the coast of Scotland, and took entire possession of the Orkneys, Shetland, and Western Isles, the Shetlands having been held by the crown of Denmark down to a comparatively recent period. They never amalgamated with the Scotch Highlanders; and to this day they speak a different language, and follow different pursuits. The Highlander was a hunter, a herdsman, a warrior, and fished in the fresh waters only. The descendants of the Norwegians, or the Lawlanders, as they came to be called, followed the sea, fished in salt waters, cultivated the soil, and engaged in trade and commerce. Hence the marked difference between the population of the town of Cromarty, where Hugh Miller was born in 1802, and the population only a few miles inland; the townspeople speaking Lowland Scotch, and dependent for their subsistence mainly on the sea, the others speaking Gaelic, and living solely on the land.

These Norwegian colonists of Cromarty held in their blood the very same piratical propensities which characterized their forefathers who followed the Vikings. Hugh Miller first saw the light in a long low-built house, built by his great grand-father, John Fedders, "one of the last of the buccaneers;" this cottage having been built, as Hugh Miller himself says he has every reason to believe, with "Spanish gold." All his ancestors were sailors and seafaring men; when boys they had taken to the water as naturally as ducklings. Traditions of adventures by sea were rife in the family. Of his grand-uncles, one had sailed round the world with Anson, had assisted in burning Pesta, and in boarding the *Manilla* galleon; another, a handsome and powerful man, perished at sea in a storm; and his grand-father was dashed overboard by the jib-boom of his little vessel when entering the Cromarty Firth, and never rose again. The son of this last, Hugh Miller's father, was sent into the country by his mother to work upon a farm, thus to rescue him, if possible, from the hereditary fate of the

* No. 219 "Biography" in the Supplemental Catalogue of Books for Public Libraries in Upper Canada.

family. But it was of no use. The propensity for the salt water, the very instinct of the breed, was too powerful within him. He left the farm, went to sea, became a man-of-war's man, was in the battle with the Dutch off the Dogger Bank, sailed all over the world, then took "French leave" of the royal navy, returning to Cromarty with money enough to buy a sloop and engage in trade on his own account. But this vessel was one stormy night knocked to pieces on the bar of Findhorn, the master and his men escaping with difficulty; then another vessel was fitted out by him, by the help of his friends, and in this he was trading from place to place when Hugh Miller was born.

What a vivid picture of sea-life, as seen from the shore at least, do we obtain from the early chapters of Miller's life! "I retain," says he, "a vivid recollection of the joy that used to light up the household on my father's arrival, and how I learned to distinguish for myself his sloop when in the offing, by the two slim stripes of white that ran along her sides, and her two square top sails." But a terrible calamity—though an ordinary one in sea life—suddenly plunged the sailor's family in grief; and he, too, was gathered to the same grave in which so many of his ancestors lay—the deep ocean. A terrible storm overtook his vessel near Peter-head; numbers of ships were lost along the coast; vessel after vessel came ashore, and the beach was strewn with wrecks and dead bodies, but no remnant of either the ship or bodies of Miller and his crew was ever cast up. It was supposed that the little sloop, heavily laden, and laboring in a mountainous sea, must have started a plank and foundered. Hugh Miller was but a child at the time, having only completed his fifth year. The following remarkable "appearance," very much in Mrs. Crowe's way, made a strong impression upon him at the time. The house door had blown open, in the gray of evening, and the boy was sent by his mother to shut it:—

"Day had not wholly disappeared, but it was fast posting on to night, and a gray haze spread a neutral tent of dimness over every more distant object, but left the nearer ones comparatively distinct, when I saw at the open door, within less than a yard of my breast, as plainly as ever I saw any thing, a dis severed hand and arm stretched towards me. Hand and arm were apparently those of a female: they bore a livid and sodden appearance; and directly fronting me, where the body ought to have been, there was only blank, transparent space, through which I could see the dim forms of the objects beyond. I was fearfully startled, and ran shrieking to my mother, telling what I had seen; and the house-girl, whom she next sent to shut the door, apparently affected by my terror, also returned frightened, and said that she, too, had seen the woman's hand; which, however, did not seem to be the case. And finally, my mother, going to the door, saw nothing, though she appeared much impressed by the extremeness of my terror, and the minuteness of my description. I communicate the story as it lies fixed in my memory, without attempting to explain it: its coincidence with the probable time of my father's death, seems at least curious."

The little boy longed for his father's return, and continued to gaze across the deep, watching for the sloop with its two stripes of white along the side. Every morning he went wandering about the little harbor, to examine the vessels which had come in during the night; and he continued to look across the Moray Forth long after anybody else had ceased to hope. But months and years passed, and the white stripes and square topsails of his father's sloop he never saw again. The boy was the son of a sailor's widow, and so grew up in sight of the sea, and with the same love of it that characterized his father. But he was sent to school; first to a dame-school, where he learnt his letters; worked his way through the "Catechism," the "Proverbs," and the "New Testament;" and then emerged into the gold-region of "Sinbad the Sailor," "Jack the Giant-Killer," "Beauty and the Beast," and "Aladdin and the wonderful Lamp." Other books followed—"The Pilgrim's Progress," "Cook's and Anson's voyages," and "Blind Harry the Rhymer's History of Wallace;" which first awoke within him a strong feeling of Scottish patriotism. And thus his childhood grew, on proper childlike nourishment. His uncles were men of solid sense and sound judgment, though uncultured by education. One was a local antiquary, by trade a working harness maker; the other was of a strong religious turn: he was a working cartwright, and in early life had been a sailor, engaged in nearly all Nelson's famous battles. The examples and the conversation of these men were for the growing boy worth any quantity of school primers: he learnt from them far more than mere books could teach him.

But his school education was not neglected either. From the dame's school he was transferred to the town's grammar-school, where, amidst about one hundred and fifty other boys and girls, he received his real school education. But it did not amount to much. There, however, the boy learnt life—to hold his own—to try his powers with other boys—physically and morally, as well as scholastically. The school bought out the stuff that was in him in many ways, but the mere book-learning was about the least part of the instruction.

The school-house looked out on the beach, fronting the opening of the Frith, and not a boat or a ship could pass in or out of the harbor

of Cromarty without the boys seeing it. They knew the rig of every craft, and could draw them on the slate. Boats unloaded their glittering cargoes on the beach, where the process of gutting afterwards went busily on; and to add to the bustle, there was a large killing-place for pigs, not thirty yards from the school door, "where from eighty to a hundred pigs used sometimes to die for the general good in a single day; and it was a great matter to hear, at occasional intervals, the roar of death rising high over the general murmur within, or to be told by some comrade, returned from his five minutes' leave of absence, that a hero of a pig had taken three blows of a hatchet ere it fell, and that even after its subjection to the sticking process, it had got hold of Jock Keedie's hand in its mouth, and almost smashed his thumb." Certainly it is not in every grammar-school that such lessons as these are taught.

Miller was put to Latin, but made little progress in it—his master had no method, and the boy was too fond of telling stories to his schoolfellows in school hours to make much progress. Cock-fighting was a school practice in those days, the master having a perquisite of two-pence for every cock that was entered by the boys on the days of the yearly fight. But Miller had no love for this sport, although he paid his entry money with the rest. In the mean time his miscellaneous reading extended, and he gathered pickings of odd knowledge from all sorts of odd quarters,—from workmen, carpenters, fishermen and sailors, old women, and above all, from the old boulders strewed along the shores of the Cromarty Firth. With a big hammer which had belonged to his great grandfather, John Feddes, the buccaneer, the boy went about chipping the stones, and thus early accumulating specimens of mica, porphyry, garnet, and such like, exhibiting them to his uncle Alexander, and other admiring relations. Often, too, he had a day in the woods to visit his uncle, when working as a sawyer, —his trade of cartwright having failed. And there, too, the boy's attention was excited by the peculiar geological curiosities which lay in his way. While searching among the stones and rocks on the beach, he was sometimes asked in humble irony, by the farm servants who came to load their carts with sea-weed, whether he "was gettin' siller in the stanes," but was so unlucky as never to be able to answer their question in the affirmative. Uncle Sandy seems to have been a close observer of nature, and in his humble way had his theories of ancient sea-beaches, the flood, and the formation of the world, which he duly imparted to the wondering youth. Together they explored caves, roamed the beach for crabs and lobsters, whose habits uncle Sandy could well describe; he also knew all about moths and butterflies, spiders, and bees—in short, was a born natural history man, so that the boy regarded him in the light of a professor, and, doubtless, thus early obtained from him the bias toward his future studies.

There was the usual number of hair-breadth escapes in Miller's boy-life. One of them, when he and a companion had got cooped up in a sea cave, and could not return because of the tide, reminds us of the exciting scene described in Scott's "Antiquary;"—there were schoolboy tricks, and schoolboy rambles, mischief-making in companionship with other boys, of whom he was often the leader. Left very much to himself, he was becoming a big, wild, insubordinate boy; and it became obvious that the time was now come when Hugh Miller must enter that world-wide school in which toil and hardship are the severe but noble masters. After a severe fight and wrestling-match with his schoolmaster, he left school, avenging himself for his defeat, by penning and sending to the teacher that very night, a copy of satiric verses, entitled "The Pedagogue," which occasioned a good deal of merriment in the place. In a few weeks after, Miller was bound apprentice to a working mason.—*Eliza Cook's Journal.*

SCHOOL DISCIPLINE.

School discipline includes all those means and appliances whereby the order and healthful action of a school are maintained and promoted.

I. ORDER, &c.

Under this head may be classed, obedience, punctuality, silence, cleanliness, politeness, and general good conduct. It is quite unnecessary to explain in detail how these matters of discipline should be carried out in a school. The following general principles are well deserving the teacher's notice.

1. *The teacher should endeavor to establish a principle of limited self-government in his school.* This will occasionally relieve him of some of his most onerous duties; but even this is the least important end which will be gained by such a plan. The great end to be attained by it, is to interest the pupils in the management and proper discipline of the school,—to identify them, as it were, with the good name of the school, to have it said that the order of the school is mainly due to their own good sense and self-government.

One of the most obvious plans for carrying out this plan, is for the teacher to delegate (under supervision) his authority, in relation to order, &c, to his pupil teachers. But the principle should not stop here: he should endeavor to enlist the co-operation of all the ad-

vanced pupils, and to govern the whole school by its public opinion. The following story given by Jacob Abbott, about a hat peg, affords us a graphic illustration of the principle which we should wish to see carried out.

The preceptor of an academy was sitting at his desk, at the close of the school, while the pupils were putting up their books and leaving the room, when a boy came in with angry looks, and, with his hat in his hand bruised and dusty, advanced to the master's desk, and complained that one of his companions had thrown down his hat upon the floor, and had almost spoilt it.

The teacher looked calmly at the mischief, and then asked how it happened.

"I don't know, sir; I hung it upon my nail, and he pulled it down."

"I wish you would ask him to come here," said the teacher; "ask him pleasantly."

The accused soon came in, and the two boys stood together, before the master.

"There seems to be some difficulty between you two boys, about a nail to hang your hats upon. I suppose each of you think it is your own nail."

"Yes, sir," said both the boys.

"It will be more convenient for me to talk with you about it to-morrow, than to night, if you are willing to wait. Besides, we can examine it more calmly then. But if we put it off till then, you must not talk about it in the mean time, blaming one another, and keeping up the irritation that you feel. Are you both willing to leave it just where it is, till to-morrow, and try to forget all about it till then? I expect I shall find you both to blame."

The boys reluctantly consented. The next day the master heard the case and settled it, so far as it related to the two boys. It was easily settled, in the morning, for they had had time to get calm, and were, after sleeping away their anger, rather ashamed of the whole affair, and very desirous to have it forgotten.

That day, when the hour for the transaction of business came, the teacher stated to the school, that it was necessary to take some measures to provide each boy with a nail for his hat. In order to show that it was necessary, he related the circumstances of the quarrel which had occurred the day before. He did this, not with such an air and manner as to convey the impression that his object was to find fault with the boys, or to expose their misconduct, but to show the necessity of doing something to remedy the evil, which had been the cause of so unpleasant an occurrence. Still, though he said nothing in the way of reproach or reprehension, and did not name the boys, but merely gave a cool and impartial narrative of the facts,—the effect very evidently, was to bring such quarrels into discredit. A calm review of misconduct, after the excitement has gone by, will do more to bring it into disgrace, than the most violent invectives and reproaches, directed against individuals guilty of it.

"Now, boys," continued the master, "will you assist me in making arrangements to prevent the recurrence of all temptations of this kind hereafter. It is plain that every boy ought to have a nail appropriated expressly to his use. The first thing to be done, is to ascertain whether there are enough for all. I should like, therefore, to have two committees appointed,—one to count and report the number of nails in the entry, and also how much room there is for more. The other is to ascertain the number of scholars in school. They can count all who are here, and, by observing the vacant desks, they can ascertain the number absent. When this investigation is made, I will tell you what to do next."

The boys seemed pleased with the plan, and the committees were appointed, two members on each. The master took care to give the quarrellers some share in the work, apparently forgetting, from this time, the unpleasant occurrence which had brought up the subject.

When the boys came to tell him their results, he asked them to make a little memorandum, in writing, as he might forget, before the time came for reading them. They brought him presently a rough scrap of paper, with the figures marked upon it. He told them he should forget which was the number of the nails, and which the number of the scholars unless they wrote it down.

"It is the custom among men," said he, "to make out their report, in such a case, fully, so that it would explain itself; and I should like you, if you are willing, to make out yours a little more distinctly."

Accordingly, after a little additional explanation, the boys made another attempt, and presently returned, with something like the following:—

"The Committee for counting the nails report as follows:—

"Number of nails 35.

"Room for 15."

The other report was very similar, though somewhat rudely written and expressed, and both were satisfactory to the preceptor, as he plainly showed by the manner in which he received them.

I need not finish the description of this case, by narrating, particularly, the reading of the reports, the appointment of a committee to assign the nails, and to paste up the names of the scholars, one to

each. The work, in such a case, might be done in recesses, and out of school hours, and though, at first, the teacher will find that it is as much trouble to accomplish business in this way, as it would be to attend to it directly himself, yet, after a very little experience, he will find that his pupils will acquire dexterity and readiness, and will be able to render him very material assistance in the accomplishment of his plans.

2. *As far as possible, the discipline of the school should be maintained without the aid of direct punishments; and its healthful tone and action should be rarely promoted by the application of such powerful stimulants as rewards or flattering commendations.*

When the teacher really finds it necessary that he should have recourse to punishments, in order to maintain the discipline of his school, he should act upon some graduated system of secondary punishments, before he inflicts the severest of them. Sometimes a look, from the teacher, will be sufficient to make a boy sensible of his fault; a reproof may supersede the necessity of any further punishment; and the withdrawal of some privilege may do more in correcting a boy of his error, than the use of the rod.

Whenever rewards are bestowed on boys of superior merit and character, they should be given as mementos of good conduct, and not as possessing any value apart from the object for which they are given.

3. *Drill exercises are highly calculated to promote the order and healthful action of a school.*

Besides the usual drill exercises in the play-ground, the teacher should frequently relieve the monotony of his lessons, by requiring his pupils, time after time, to go through certain simple gymnastic movements, such as, "arms folded," "hands on desks," "stand," "sit," "hands up," "down," "shoulders up," "right hand up," "left up," "turn," "front," &c.

Before a teacher commences a lesson, he should drill the children into good order; amongst other things, they should be commanded to sit upright, or to sit exactly in front of the desks, or to place their feet in a proper position, or to sit at proper distances from each other, or to place their books or slates properly—and so on.

They should be marched in and out of their classes in regular military order. Every gymnastic movement should be performed simultaneously, and with smartness and precision. All this tends very much to foster habits of order and prompt obedience.—*English Educational Expositor.*

THE INSTRUMENTS AND AGENCIES TO BE EMPLOYED BY THE EDUCATOR.

The educator must perpetually recur to truths, to principles, to facts, in the world of mind and of matter. In order to lay the firmest of bases to youthful training, it will frequently become necessary for him to turn from theories, from hypotheses, from mere accomplishments, and from even the wishes of pupils who would be orators before they are scholars, to what is solid and useful. The educator has to do with the most precious things known to us in the universe of God—the mind, and what it feeds upon. To the duties of this great employment, do many devote themselves with aspirations far below the dignity of what they assume. The hireling, the ejected from other employments, the fop in letters, and the sluggard, should fly the vocation of educator. It has been more than intimated that studies pursued by scholars are laden with proper nourishment of the intellect, yet the greatest discrimination and care should be exercised. Parallel with this sort of training must proceed a line which shall co-extend with it—that of character, education. In furtherance of this purpose we would suggest a complete knowledge of that masterly influence, *motives*, to the instructor. But such an attainment can be achieved only from a study of the biographies of the great and the good. The agency of man does not go away with him when he disappears from among men, but lives long after he is laid to sleep with his fathers.

Should we pursue this train of thought under the same philosophy with which we have thus far conducted it, it becomes necessary to distinguish between the course here commended to the attention of educators, and what are termed (though very inappropriately) utilitarian views. The sentiment has obtained especially among self-made men, where least of all it should have found countenance, that education, such as the common people want, is only that degree of mental training necessary to conduct respectably the actual business operations of life. But business, enterprise, inventions, discoveries, everything in the present operations of the world, owe what they are in the American world to the higher kinds of educational training. But our occupation is not what we have to be chiefly fitted for—not the great end of life—not the all-absorbing concernment of our probationary period. Education is the end of life here—vocation the means. Nor should it be forgotten that each succeeding age should rise above its predecessor in prosperity and in knowledge. We, therefore, as our Anglo-American fathers did for us, are under the highest obligations to place posterity on a vantage ground not occupied by ourselves. And to show this to be the will of God, he has so ordered human affairs that one generation

shall have the educational training of its successor before it goes from the stage. But the legitimate province of instruction is in its more liberal range, not to make a mere plodding business man, but to make a thinking man. To become such a man he must rise to the comprehension of a large field of the material of thought—a thousand principles which he may never practically apply—truths also which have the only but the lofty purpose to expand, to strengthen, and to beautify the mind. This is with special emphasis true of mathematical and classical studies. Nearly as much may be uttered of that vast storehouse of knowledge, history, and of that wide range of philosophy and fact over which the lowest grades of intellect must go ere they can be graduated to respectable manhood. Robustness and growth are the aim of those instrumentalities and agencies employed by the educator in his elevated processes of training. To achieve this, he must aim higher than a mere utilitarian, business education. The true philosophy of education requires that all of the richest sources of aid should be drawn upon without scruple, and even gladly. The most prolific of those sources are found in what our predecessors of other ages have thought, written, left behind in books. The Past is rich. Spanning, as it does, the times which have preceded us, all of which have left many discernible lines of knowledge, it has laid up exhaustless sources of advancement. Wonderful in greatness and in beauty and in variety, are the treasures contained in those languages which have ceased to be spoken. Exploration is an imperative obligation; for their wealth is to be drawn forth, and the diligent student is to be made the possessor of it. The absolute necessities implied in the relation of the pupil, make a demand on the energies of the educator equal to a fixed and omnipotent law of life. There is a perpetually occurring *why*, which ever startles the mind of the inquirer into earnest expectancy, and whose utterance must be met with an intelligent response. This monosyllable is expressive of that restless curiosity, or appetite for knowledge, which sustains a similar relation to the intellectual growth, that hunger does to the development of the physical stature. Ignorance cannot teach. Indolence is unable to lead. If the professed educator is unacquainted with the great principles, truths, and facts which make the substance of learning, he is a sterile and unproductive soil, prolific of famine, but not of plenty. If he does not think, he cannot induce others into habits of thought. The conclusion, therefore, is inevitable, that whoever assumes the functions of education to the young, must acquaint himself with those multiplied instruments and agencies of high import which are abundantly furnished to his hand and are admirably adapted to his purpose. Nor can the following principle and fact here escape the discernment of the reflecting, that the human mind, both in its own operations and in greatness and texture of its works, proclaims the origin of its training, together with the agencies employed in accomplishing it. When John Quincy Adams stood up among the princes of legislation as the distinguished defender of the right of the sovereign people to petition their servants on any great question, no one needed to inquire from what part of the land he came, or from what paternal stock he derived his origin, or to what quarter of the firmament of the great he belonged, or under what educational influences his magnificent stature of mental and moral manhood was reared. That celebrated conflict taught all that any one needed to know. Here is a noble triumph of the educator's function in the hero of Quincy.

But it may be objected that such a man is produced but once in an age. Let this be granted; still it remains true that the same means and labors will accomplish proportionably great results, though productive of other and less magnificent specimens of the man. The All-Wise has hidden from human eyes which are to be the first in mental stature among men. So the educator keeps on at his work of plying the instrumentalities and agencies of education, by which all lower gradations of natural endowment rise to be the utmost that can be made of them, while the first orders of ability, under a similar training, attain the most illustrious preëminence. Still another illustration of the effect of agency in intellectual culture is presented in the Cicero of classic Rome. During his earliest years he had been educated to the learning of his times. While yet in early life this great orator had traveled extensively in Greece, and had gathered together with unrivalled industry the choicest treasures of Grecian lore. He had also been trained in the polite learning and eloquence of that land of heroes and of tilters by the ablest rhetoricians of the age. But the intelligent student of the fruits of his prolific pen scarcely need to be told of all this respecting Cicero, for the discriminating mind discovers in him most gracefully combined the strength of Grecian eloquence and the polish of Roman learning. The principles, truths, and agencies employed on the youth of this man, are distinctly traceable in the career of glory which he ran, in the style in which he discharged the functions of the most responsible and elevated positions, and in the beauties of those classics which have come down to us through the wrecks of many generations from his wonderful pen. Nor can it have failed to foster in the memory of the classical scholar what a noble tribute Cicero touchingly paid his revered instructor, the Poet Gracchus, when he laid his matchless abilities, his great erudition, and his charming

oratory, at the feet of the man who first taught his mind to think, and genius to aspire.—*Massachusetts Teacher.*

METHODS OF INSTRUCTION.

In teaching, as in other branches of business, there are a great many excellent methods. These should be generally understood. But that is the best for each teacher which he best knows how to apply and carry out. It is not possible for all persons to adopt successfully the methodical system. To urge a particular system in all its minutiae will as often confuse as render assistance. It is better to leave an intelligent and interested teacher with approved plans before him to lay out his own course. But what ever course or method shall be followed, it is hoped that a few cardinal points will never be lost sight of, for they steadily point to the great end of the school, not to make scholars learn what is in books merely, but to make good citizens and a prosperous, happy community. Among the most conspicuous of these are the following: First, let upright conduct, gentle manners, and kind feelings and cheerful disposition be talked of, illustrated and insisted on by the teachers and all others who can be persuaded to the kindness, continually, in school and out. Secondly, let there be something in school made interesting and attractive to the scholars,—some studies, exercises, anecdotes, or illustrations, the more useful the better; but there must be something in school that scholars will expect with pleasure and enjoy with delight. Thirdly, let it be constantly impressed, both in discipline and instruction, that the chief business of the school is not confined to the walls of the school-room, but relates to the world without, to life and society. Fourthly, let there be that patient carrying out of some regular system which shall have a tendency to bear scholars along in the right way, as it were, upon the current, even if they do not always tug at the oars with all their might. These things will invite youth pleasantly to the sciences, and like the sun's rays upon the traveller, entice away from them that cumbrous cloak, the dislike of school, which all the rude peltings from time immemorial have not been able to drive off.—*N. H. Report.*

THE MEMORY OF KINDNESS.

Blessed be the hand that prepares a pleasure for a child! for there is no saying when it may again bloom forth. Does not almost everybody remember some kind-hearted man who showed him a kindness in the quiet days of childhood? The writer of this recollects himself at this moment as a bare-footed lad, standing at the wooden fence of a poor little garden in his native village; with longing eyes he gazed on the flowers which were blooming there quietly in the brightness of a Sunday morning. The possessor came forth from his little cottage—he was a wood cutter by trade—and spent the whole week at work in the woods. He was come into his garden to gather flowers to stick in his coat when he went to church. He saw the boy, and breaking off the most beautiful of his carnations—it was streaked with red and white—gave it to him. Neither the giver nor the receiver spoke a word; and with bounding steps the boy ran home: and now, here at a vast distance from that home, after so many events of so many years, the feelings of gratitude which agitated the breast of that boy expresses itself on paper. The carnation has long since withered, but now it blooms afresh.

THE PROMOTION OF EDUCATION IN LOWER CANADA.

It is with pleasure we observe that the subject of popular education is receiving good attention from the Press, and that the Government really intend to do something on this important matter, so that we are encouraged now to hope for some beneficial change, when what are generally considered the great questions of the day are settled. The universal education of the youth of Canada, considering its extensive and important character, has never yet received proper attention. It has never occupied the time of our legislators; and, instead of being the object of their primary legislation, which it ought to be, it has been sadly neglected, and suffered either to decay or become perverted.

It is very true that past legislation extended its influence and patronage to what it thought was useful education; but it was behind the times. It maintained for years institutions, probably, well directed for some peculiar objects of instruction but which, from their nature, were never calculated to render the masses enlightened or more useful. Colleges have been endowed for those able to attend their lectures, and there our youth from the ages of eight to twenty one, could, if their parents wished, pass about eight hours daily in acquiring a little acquaintance of two extinct languages, and, at the same time, become utterly ignorant of their own great philosophers, historians, and language which they may mutually use. The knowledge of our modern authors was by this course of instruction, neglected, to make room for the acquisition of the precepts of the few, which can only read, and never can become valuable in intercourse. Under such training, it is, indeed, a poor consolation, that a youth, after years of laborious study, can write but a few verses in a dead language, and yet be incompetent to construe his own tongue, or maintain a business conversation in a modern language.

What we want now most is a practical education for our youth, and a proper system of discipline to execute it.

This we have too long neglected and discouraged. We want a change in the matter, with proper and efficient persons to enforce it. While we have encouraged professors of Latin, Greek, &c, we have provided no teachers for the million. The machinery of popular education has not been well attended to, and the little care it has received, has proved not only injurious, but tended to impede the application of what might be useful.

Barbarous rhymes about Mars, Bacchus, Apollo, and other old fogies, who did great things in their day, will never teach us the grammar of our mother tongue—the use of our ledgers—the general principles of the steam engine, telegraph, manufactures—or how to remove commercial restrictions, improve the resources of the country, and exterminate the many bad laws we have, and which are impeding our prosperity. It is useful knowledge we require; not profitless speculations down among the dead men. The speeches of Demosthenes, Cicero, and other orators, were all very well in their day, and were, no doubt, much respected by their countrymen; but it appears to us a sound speech on Reciprocity, Clergy Reserves, or any of our public grievances, would answer still better the tastes and duties of our generation.

What, we ask, after all the talk about it, is the education of a country, if it be not the rising up of our youth to the proper utilitarian ideas, and the study of the circumstances and wants of their country, and accurate information on the questions with which their future career and pursuits are blended. We have too largely endowed useless education, and given it monopoly in our colleges, whilst we foolishly allow the practical mental development of the country to wither and decay. The business of life is, every day, proved to be not the object of our present system of instruction, and the consequence is, the greater part of what are called our educated youth, when turned out upon the world, find themselves loaded with a burden of useless learning which they don't wish to cast away—but which they cannot convert into that gold which has been expended in acquiring it. They find, too late, that instead of requiring anything practical, they have been cheated into a knowledge of what is of no service to them, and must soon be forgotten.

We do, therefore, earnestly encourage our Legislature to establish Normal Schools where useful teachers may be educated, and from whence may be scattered throughout our vast territory the diffusion of the light of knowledge and sound education. Let it be done, however, in a way that parents may not view it as a tax, but a blessing: if so, their prejudice will soon disappear, and their hearts will incline to the good work. In connection with this subject, we may mention, that, by the public accounts, we observe that the sum of £45,823 15s. 11d. was expended last year in this section of the Province for the cause of education. That it, or the grants which preceded, have not been wisely laid out, the lamentable ignorance of our population too well demonstrate. As we have remarked before, unfortunately the bulk of it went to support a pernicious system of education while the intellectual acquirements of the people were left to starve for want of popular instructors. So it will continue, unless a general practical and popular system of training persons to assume the onerous duties of school teachers is carried into force. The school master ought not to be abroad when so much is required among us. His home should be made comfortable for him; his office respected. He should no longer be an itinerant starveling, but a resolute fulfilling his mission, and his calling honored. His services ought to be amply remunerated by the state; and his instructions heard with the same attention as the *dicta* of ancient philosophers and guides. When this important duty is performed by our Legislators, we may not then be so frequently taunted with the ignorance of our people, or insulted with the remarks of more favored nations upon our unprogressive spirit.—*Montreal Transcript*

INCREASED GRANT FOR EDUCATION IN CANADA.

There are now several petitions before the House of Assembly from the rural parts of the Province, praying that the annual Provincial Grant for Public Education, may be increased to £150,000. This is most significant. It seems that it has been left to the farmers in Lower Canada to discover a defect in our educational system, and to take the initiative in its removal. This is perhaps natural; the defects of the system pressed on the attention of the farmer, because felt by him, and he correctly seizes on the most erroneous principle, combats for its correction by asking for an increased grant sufficiently large to induce qualified persons to adopt the profession of teachers. Though this is far from the only evil in our educational legislation, it is yet of sufficient magnitude to arrest the attention of any, who have even superficially observed its administration, and practical result. We are not about to examine now, the principles on which this system is founded, though we consider some of them erroneous and vicious, we merely notice the petitions and ask for them, in the name of the rising generation, a generous support. The other measures of the day.—the Seigneurial Tenure, the Clergy Reserves, and the Legislative Council shrink into

insignificance when placed in contrast, with the importance of the principle recognised by the petition. We trust when it comes before the House for consideration, the entire economy of the educational provisions, will be discussed, and that the Petitions will receive the support of all the good and patriotic in the assembly who wish their neighbours and themselves to derive the advantages that an effective educational law will confer. The petitions will most likely open up the entire question of national education, and a good or better system, must result from such an examination, and one adapted to impart the practical knowledge, now absolutely required for a country placed in the position of Lower Canada.—*Three Rivers Inquirer September 27.*

INQUIRY INTO THE STATE OF EDUCATION IN NEW BRUNSWICK.

The Commission appointed to investigate the Constitution and management of King's College, is sitting here at present, Dr. E. Ryerson, the justly celebrated Canadian Educationalist being one of the number. From this gentleman, as well as the Commissioners generally, we expect such a Report as will justify the expectation of the Legislature in their organization; and we trust ere another year has elapsed, that King's College under a more efficient system of management, will be as popular in its code of general discipline as it is already for the talent and learning of its professors.

It is not our wish to anticipate, were we able to do so, a single point in connection with the present College question. We leave it quietly in the hands of those duly appointed for the arduous service involved; but we have a few observations to make on the question of general education, and perhaps the present may be a fitting opportunity.

It has often been remarked, and we believe truly, that no country on the face of the Globe, with an equal population, expends an equal amount with New Brunswick upon Education, and the advance made upon the Teachers' salary at the close of the last session, points the climax of legislative generosity beyond all comparison. With all due allowance, however, for our scattered and remote settlements, and the consequent difficulty of bringing the children together during the winter season for the purpose of instruction, we may truly say that there is not within the bounds of civilized society a greater number of persons in the same arena who exhibit a greater amount of carelessness in respect to the education of their children.

Belonging originally to a country where the lower classes are generally very poor, but where there is not a farthing of public money expended upon educational purposes, we cannot help drawing the contrast between the avidity and anxiety manifested by the indigent Irish peasant for the schooling of his child, and the apathy manifested by the New Brunswick farmer, rich and easy in his circumstances—with a large legislative grant to defray in effect more than two thirds the expenses—in the same cause. We have known men to carry heavy loads on their backs, a distance of ten long Irish miles to market, with the sole motive of giving the money thus slavishly earned to the schoolmaster! Here, on the contrary, the proprietors of fine properties, the hundredth part of which would outvalue the poor Celt's whole domestic establishment,—men who can otherwise live extravagantly—too often grudge the small sums expended upon the training of their children, and expect their education as a matter of right, and as a public charge.

We recollect not long since passing through a whole parish, which, notwithstanding the heavy inducement of the provincial grant, had not a single school within its limits! A dilapidated school-house, an itinerant Teacher—half nurse, half stable-boy—and a few boys who attend the said shanty, *when they have nothing to do at home*, are circumstances too familiar in New Brunswick.

It were needless to point out those repulsive features in our domestic economy, if their remedy could not be procured just as easily. If those who pay more attention to their colts and cows than they do to the mental cultivation of their children, were moderately but *directly* taxed, rendering it imperative upon them to make the rising generation efficient members of society—if the schoolmasters were properly trained and rendered independent of those migratory peregrinations which destroy their self respect and usefulness—if proper locations were chosen for school houses, without reference to any other consideration than the greatest benefit to the greatest number of children—if men owning large unclaimed properties, and wealthy old bachelors, were double taxed to correspond with their negative delinquencies—then might we hope for the dawn of that knowledge, which instead of a parrot education at a ruinous public cost, would cultivate, eye and refine the minds of those who must occupy the stage of this busy life when its present actors shall have passed beyond it.

We never believed the assertion so frequently made in the House of Assembly, namely, that the youth of this country receive an education commensurate with the expenditures so lavishly voted for their benefit. We believe that a great part of the money is lost, because it can apparently be so easily obtained; and we should consider its being withheld until the introduction of a more healthy and efficient system, a great public blessing. That we now pay heavily for a service, which at the

best is but indifferently performed, all will allow; nor does the sly and stealthy mode of its collection—the indirect one—lessen the burthen. Nearly one half of the vast amount is thus absorbed in its own collection; while nearly the half of the other half is lost in its indifferent—its ill-judged expenditure. The country requires a new code, involving the support, standing, and education of schoolmasters;—direct taxation,—the proper division of districts—and all regulated by municipal authorities so as to suit each respective district throughout the whole. —*New Brunswick Reporter 22 Sept.*

HOW ARE THE MASS OF THE PEOPLE TO BE INSTRUCTED?

It may be asked by some, how is the great mass of the people to be educated? how are they to be instructed in the various branches which are necessary for the common pursuits of life? I answer, Education commences in early life, and is continued as long as the reasoning faculties remain unimpaired. The child, before it has the power of speech is taught; the first principles of right or wrong can be early inculcated into its mind by the parent, which can with difficulty be effaced in riper years: how important then that parents and all those who have the care and instruction of youth be rightly educated in order that just principles may be instilled into their minds. The next education they generally receive a common school or elementary education; here the great mass of the community expect the rising generation will be educated in those branches of learning which are necessary for the business affairs of life; here some of our greatest men have been instructed; here they have laid the foundation of usefulness for the future generations; it is true some are what is called *self-educated*, who by their own industry, perseverance, and the use of proper books, have been famed for knowledge and have become leading stars in intellectual fame, brightening the horizon of scientific knowledge, and have been renowned for the important discoveries which they have made; but such cases are rare, and most of the community expect the youth to be educated in our Common schools, except what is taught them by the parent or guardian, or gained by observation or experience through life, and in my opinion to secure the attention, and at the same time interest the community at large in the cause of education, is an object worthy the highest consideration. As a man is generally considered the subject of Education, being a rational and moral being who is composed of three distinct elements, the *body, reason* and *moral sense*, it will be well to observe the connexion or relation they bear to each other.

If we refer to Ancient History, we find the Spartan youth were inured to hardship and toil, their bodily powers were exercised at the Platanistæ, but their minds were left almost uncultivated. The Athenians paid great attention to the physical and intellectual powers, but overlooked the moral sentiments. Perhaps none of the ancient cities equalled Athens in point of science; she was universally admitted the most celebrated nursery of the arts and education in the ancient world; her philosophers and rhetoricians would have ranked high in modern times, but owing to rivalry of contending factions, and I may add being educated only in part, Athens as well as whole kingdoms were torn by internal convulsions, and at the present time are almost unnoticed in history.

There were some disposed to cultivate the moral sentiments only, thus neglecting the former, but I believe a right education is to instruct the understanding; to draw out and bring into view all the latent virtues of our nature, and consequently embraces all the foregoing requirements combined, which are found essential to the progressive developments of these powers which constitute the man from the cradle to the grave.—*From a School Lecture by L. Chipman, Esq., Local Superintendent, South Burgess.*

INFERIORITY OF AMERICAN PUBLIC LIBRARIES.

We can never hope to bring the Apollo Belvidero, or the Parthenon to our shores. We can annex many things, but we cannot annex the Vatican, or the Museo Borboico, or the buried city of Pompeii; but we are rich, and may buy copies of every work of art, and of every book that comes from a teeming press. It is no excuse to say that we are a young people, and it takes time to build up great collections and vast libraries. The best libraries in Europe are not so old as that of Harvard College: Gottingen counts not half so many years, and the noble University Library of Berlin scarcely surpasses the average of man. The Library of the University of Athens—although that city of ancient fame lay in ruins after the desperate and bloody war of the Revolution, only five-and-twenty years ago—now contains eighty thousand volumes, and is constantly used by six hundred students, and forty learned professors. The smallest German principality has its university—its museums—its richly furnished library, compared with which, our own, except the Astor Library, in New York, are but poor and insignificant. Will it be said that a petty German principality, of a few square miles in extent, can support establishments which the United States are too young and too poor to maintain!

The Museums and Libraries of Europe are kept abreast with the progress of the age, by the munificence of even the despotic govern-

ments. Men of learning may investigate any subject, without the necessity of travelling from place to place, to find the books or specimens they need. Unhappily men of learning are not always rich and works of science, when published, are not always found in railway libraries and bought by a discerning public, like popular novels. The astronomer, who lives laborious days in the profoundest researches, must publish his results by giving his time and labor gratuitously, and perhaps eke out his publisher's balance, against his subscription list, by private tuition in the elementary mathematics. A great historical scholar plans a work for the delight and instruction of the world; he must send to Europe and buy books, and get manuscripts copied at their own expense; the good taste of the English and American public perhaps in time repays with interest the outlay that must be made, before the History of Ferdinand and Isabella, and the Conquest of Mexico can be produced.

Another distinguished scholar writes a History of Spanish Literature, destined to take the highest rank at home and abroad, and to become the standard of authority in that department of elegant letters. But that work could not have been written in our country by any scholar, however accomplished, who was not at the same time endowed with a large share of this world's goods. Books must be purchased, public and private libraries in Europe must be visited, and thus, at a vast expenditure of time and talent and money, that great literary achievement is accomplished, conferring on our country the honor of having produced a work on an interesting branch of European Literature, which European Scholarship welcomes as a precious addition to its treasures of learning. Could a poor man, however able have written Bancroft's classical History of the United States? Could Longfellow have expounded Dante and Goethe to his classes, with the literary resources of Harvard College Library? Can any scholar write the History of Greek or Roman Literature, with no other books than the College Library affords, and no other pecuniary means than a Professor's scanty salary? Is it possible, here or anywhere in the United States, for the scholar, in any department of knowledge, to maintain himself at the height of the age—to know what is elsewhere known, and what he must know, if he would do justice to his subject or himself?—*Professor Felton's Address before the Alumni of Harvard College.*

HOW THEY EDUCATE THE PEOPLE IN RUSSIA.

While the professors of the Greek faith in Russia, are the most superstitious of the nations of Europe, they are the most heedless and contemptuous of their religious chiefs. While the people repeat, in their catechisms, that the *Emperor* is the Vicegerent of God, a Synod, presided over by a lieutenant-general, decides upon ecclesiastical affairs. The priests are paid their stipends from the public treasury; they receive rank according to military routine, and officiating at the altar, they are decorated with the insignia of the military orders. This priesthood, teaching the nation that the will of the Emperor is the only law, the only means by which they can be blameless in this world, or saved in the next, are also used to administer to the enormous mass of men constituting the army of Russia, the oath to *extend its frontier!* The following extracts from the "Russian Catechism" will verify these remarks:—

"Q. How is the authority of the Emperor to be considered in reference to the spirit of Christianity?—A. As proceeding immediately from God.

"Q. What duties does religion teach us, the humble subjects of his Majesty, the Emperor of Russia to practise towards him?—A. Worship, obedience, fidelity, the payment of taxes, service, love, and prayer; the whole being comprised in the words worship and fidelity.

"Q. Wherein does this worship consist, and how should it be manifested?—A. By the most unqualified reverence in words, gestures, demeanour, thoughts, and actions.

"Q. What kind of obedience do we owe him?—A. An entire, passive, and unbounded obedience in every point of view.

"Q. In what consists the fidelity we owe to the Emperor?—A. In executing his commands most rigorously, without examination; in performing the duties he requires from us; and in doing every thing willingly without murmuring.

"Q. What are the supernaturally revealed motives for this worship? (of the Emperor.)—A. The supernaturally revealed motives are, that the Emperor is the Vicegerent and minister of God, to execute the divine commands; and, consequently disobedience to the Emperor is identified with disobedience to God himself; that God will reward us in the world to come, for the worship and obedience we render the Emperor, and punish us severely to all eternity, should we disobey, or neglect to worship him. Moreover, God commands us to love and obey, from the inmost recesses of the heart, every authority, and particularly the Emperor; not from worldly consideration, but from apprehension of the final judgment.

"Q. What books precribes these duties?—A. The New and Old Testaments, and particularly the *Psalms, Gospels, and Apostolic Epistles.*

"Q. What examples confirm this doctrine?—A. The example of Jesus Christ himself, who lived and died in allegiance to the Emperor of Rome, and respectfully submitted to the judgment which condemned him to death."

In the printing of the Catechism, the words "God" and the "EMPEROR," are printed in large letters. The name of "Christ" in small. This was the Catechism that the Roman Catholic Polish children were constrained to learn, and by which constraint, the treaty of Vienna is wholly violated, even had it been preserved in all other respects.

[This teaching is positive blasphemy, and a most shameful practising on the credulity of a superstitious and ignorant people. So much for Nicholas I., the scourge of his people, and now the curse of mankind.]
—(From the *Sunday School Teachers' Magazine*.)

THE SCHOOL HOUSE OF THE SECTION.

As the time for opening fall and winter schools approaches, it becomes trustees, and those who have the interest of schools at heart, to look to the condition of the school house; to see that the plastering is repaired, if necessary, the walls whitewashed, the windows glazed, and the means for warming and ventilating secured, and a good supply of fuel on hand in season; in short, that every thing be done, which can be effected, to render the school room pleasant and convenient, or, at least, comfortable and healthy. We are aware that much has been said on this subject, and every argument has been employed to show its importance, and to induce all concerned to feel a proper interest in the subject, and still a very large number of school houses in the Province present a most cheerless aspect to the beholder, and are still more uncomfortable for those who occupy them.

In hardly any thing else pertaining to the improvement of society or the conveniences of life do the people manifest a wish to stand still or even to go backwards. Do any now think of moving to Iowa, Wisconsin, or Minnesota, with an ox-team, and occupying from four to six or eight weeks in the journey, because, forsooth, their fathers did so in removing to Ohio? Do any parch corn and pound it in a mortar for food, because, before the erection of mills, the early settlers were compelled so to do? Do any pick, card, and spin all their own wool and dress all their cloth by hand, for a similiar reason? Do our farmers and mechanics erect houses of logs, with a single room for all the family, with an opening through the roof for the escape of the smoke, and use stools for seats, the floor for a bedstead, a chest for a table, trenchers for plates, and fingers for knives and forks, because in the history of the human race there may have been a time when their ancestors did thus, and, therefore, they and their children must needs do so?

And yet this is the logic not unfrequently used in regard to the school house, and by men reputedly possessed of good judgment, men who reflect upon other subjects and become intelligent and enterprising; who not only seize upon valuable improvements when proposed to them, but who study to devise them, and are ready to laud in unmeasured terms those who have introduced important improvements in agriculture and other useful arts. But talk to them about improving the school house, making it larger and more commodious, furnishing it with better seats and desks, with suitable apparatus, blackboards, maps, charts, &c., and we are immediately and very decidedly told that "the house is now better than any in which they ever attended school, that in their youth they had nothing but slabbenches without backs, and as for blackboards and apparatus, no such thing was ever heard of then, and they think their children can do without them as well as they did."

Now is it not evident, from the strain of these replies, that those who make them are acting upon the assumption that no important improvement in the means or methods of education can be made; or upon the equally absurd assumption that in this department alone no such improvement is needed? We might have less fault to find with the reasoning of these persons, if they would be consistent and apply the same to other subjects of similar, or even of less importance. If they will reject or throw aside all the improvements of the age—if farmers will throw aside the plows they now use and adopt those used fifty years since; if they will use oxen instead of horses, and sleds instead of wagons; if they will reap, thrash and winnow their grain by hand, wash it at the spring if foul, and carry it to mill a bushel at a time, on horseback, with a stone in one end of the bag; if they will use chimneys with a wide back, burn their firewood of slud length, and draw in the logs with a horse; if they will wear no clothes except those manufactured entirely in their own houses; and if mechanics of every class will use no tools and adopt no methods in their respective employments, which have been invented or introduced within the last forty or fifty years,—we may then cease to urge the necessity of improvements in school houses, furniture and apparatus.

Here let us not be misunderstood; when the country was new and

the people comparatively poor, or at best, supplied with little more than the necessities of life; when the single room of the log cabin, with its chinks well closed with clay, with its floor of earth or split timber, its wide fire-place, its rude stools and other furniture, and its bark torches instead of lamps, was considered a palace; then there was no incongruity between it and the school house of similar architecture and furniture, and no injurious effect was produced upon the minds of children by resorting to such a place for study and instruction. But, when these cabins have given place to the spacious and commodious farm house, or the stately mansion, well furnished and decorated with maps and paintings upon its walls, and elegant volumes and costly engravings upon its tables; and when even the barn and its neighboring buildings have assumed an air of comfort, if not of taste, and are constructed, lighted and ventilated with due reference to the health and comfort of their inmates—can it be expected that children will resort to the unseemingly school house, poorly lighted, ill-warmed, unventilated, with its floor undulating like the surface of the sea, and covered perhaps with filth; with its walls blackened by the smoke of years, and variegated only by grotesque or obscene inscriptions and delineations, and the whole presenting the most comfortless aspect imaginable,—can it be expected, we say, that children and youth will go from their homes to such places without feelings of repugnance, or without connecting most unpleasant associations with every thing that pertains to school and the acquisition of knowledge? And can the teacher be blamed if they do not love the school and take delight in study? *Ohio Journal of Education*. A. D. L.

THE TEACHER IN THE SCHOOL ROOM.

It is well for the teacher to remember that each of his pupils has, ordinarily, an equal claim upon his time and attention. Generally speaking, probably, there are not more than three hundred minutes, in the school day, during which the teacher can give instruction. In a school of forty scholars, then, he can give only seven and a half minutes to each. From this, and other considerations, the propriety of the following suggestions will be easily seen:

1. Classify, as far as possible, all the pupils in the school, and in every study. Not only in reading and spelling, but in arithmetic, geography and grammar. Ten or fifteen pupils may be profited by the same explanation, or by an illustration on the blackboard, or otherwise, as well as one.

2. Have as few classes as possible, that as much time as is practicable, may be given to the recitation or exercise of each class. In reading, spelling, and some other branches, it is desirable that all the members of a class be furnished with books of the same kind; but this is not indispensable in all the studies. In geography or arithmetic, for example, if you have several scholars of nearly the same grade of advancement, and entire uniformity of books can not be secured, it is better still, to have them in one class, to have the subject assigned to them, and let them study from their different books and recite and be instructed together, rather than form two or three small classes. This course may often be pursued with good results, especially with scholars somewhat advanced, as any intelligent teacher can easily reconcile the apparent discrepancies between the works of different authors on the same subject; and, in geography, if the teacher uses the outline maps, or in arithmetic, if he makes free use of the blackboard, he will find that different text-books on the same subject are often an advantage, rather than otherwise.

3. As far as possible, give your entire attention to the class while reading or reciting. No pupil should be allowed, under any ordinary circumstances, to interrupt the teacher, while he is hearing a recitation or instructing a class, by asking permission to speak or leave his seat; and any disturbance, made at such a time, should be regarded as a much more serious offence than if it occurred when the teacher was not thus occupied.

4. As often as convenient, seek opportunities for communicating general instruction on important topics, to the whole school. Such general exercises should be short, confined to a single subject, or a few related topics, and it should be the aim to secure the entire attention of the school during the lecture. This mode of communicating instruction is highly important as a means of preparing pupils to gain information through the ear, in subsequent life, from conversation, lectures, addresses, sermons, etc.

5. As no scholar should be permitted to attend school without giving some attention, every day, to spelling and reading, so all should be instructed in arithmetic in some form; in mental arithmetic if not in written. The youngest pupils should be taught to count and to number, then to add and subtract, multiply and divide, commencing with sensible objects; those familiar with these exercises, should be made acquainted with notation and numeration, and the mode of performing the fundamental operations in written arithmetic; and those the most advanced in the study, should be frequently and thoroughly questioned on the definitions and rules, and exercised in the solution of examples mentally and on the blackboard.

During the warm season, much effort will be needed on the part of the teacher, to give the exercises such variety and interest as to command the attention of the school. For this purpose, his plans and modes must of course be somewhat frequently varied. The smaller scholars should have some concert exercises, as repeating the names of the seasons, the days of the week, the months, &c.—the points of the compass, the names of the town, county and State in which they live, and other facts in geography; counting, numbering, and the addition and multiplication tables, etc. The older pupils should also have some concert exercises in arithmetic, geography, history, and other studies. To awaken interest in spelling, the younger pupils should occasionally spell a number of common words, to be dictated by the teacher, such as *knife, fire, wrist, tongue*; or they should be allowed to mention and spell the names of familiar objects, such as the articles in the school room, or furniture at home, or the different kinds of food or fruits they eat, the garments they wear, etc. The older pupils should sometimes write on slates the words pronounced by the teacher, and for this purpose a similar course to that above named may be pursued. It should always be borne in mind by the teacher, that the great object in attending to spelling, is to acquire the ability to *write* words correctly. Occasionally, if thought proper, the scholars might be allowed to "choose sides," and spend the last hour of Friday or Saturday in spelling in that manner.

In reading, if a class become dull, let each read only to the first pause, or to a period, and thus pass around the class several times in a few moments. When it is desirable to read longer sentences, if they do not "keep the place," call upon them promiscuously, instead of reading in rotation. If they do not pay close attention, read yourself and make mistakes, by mis-pronouncing, and omitting or inserting words, and require them to detect and describe the mistake; this may be repeated to the fourth or fifth time, and almost any degree of enthusiasm awakened in the class, if it is adroitly done.

If the teacher can sing, a few minutes spent in singing some cheerful juvenile song, will do more, perhaps, than any other single thing to enliven the school and quicken both teacher and scholars; and, perhaps, nothing exerts a better influence over the minds of all concerned.

Ohio Journal of Education.

JOURNAL OF EDUCATION,

Upper  Canada.

TORONTO: NOVEMBER, 1854.

*. Parties in correspondence with the Educational Department will please quote the number and date of any previous letters to which they may have occasion to refer, as it is extremely difficult for the Department to keep trace of isolated cases, where so many letters are received (nearly 500 per month) on various subjects.

PUBLIC SCHOOL LIBRARIES.

During his last visit to the several Counties of Upper Canada, the Chief Superintendent of Schools explained to the County conventions the steps which had been adopted, after the most careful deliberation, for the establishment of Public Libraries, and the precautions which had been adopted to avoid the evils which had been complained of in connexion with the school library system in the State of New York. It was a noble and an almost original conception in the State of New York to provide useful and entertaining reading for all its youth through the medium of school libraries; and the liberality with which the Legislature made provision for that purpose is, in the highest degree, commendable. But it is to be regretted that, for want of adequate precautions and regulations in the selection of books and the means of supplying them, the fund set apart for the establishment of School Libraries has not realized the hopes of its patriotic projectors. The losses to the Library Fund, and the injury to school sections, by both the prices and character of books, in the State of New York, are prevented by the methods adopted in Upper Canada

in the selection of books and in supplying them to Municipalities at reduced and uniform prices; and our admirable Municipal system remedies much of what is lamented in the State of New York, arising from individual indifference and carelessness.

It is also to be remembered, that though our system of Libraries is managed by the Educational Department and School authorities, yet the Libraries are truly and in the widest sense *public* libraries—and *public free* libraries—open to all, without exception, and without fee, according to the regulations for the safety and proper care of the books. The number of volumes sent out from this Educational Department of Toronto up to the 31st October, was 81,965—an average of upwards of 8,000 volumes per month since the commencement of the system..

We have read with unaffected regret the following statements and remarks in the *New York Teacher* of last month. We trust means will soon be devised to secure to the State all the advantages which may and ought to be conferred by their noble library fund. We trust, at the same time, that the perusal of the following article will satisfy all persons in Upper Canada, who may yet have any doubts on the subject, as to the propriety and advantage of the measures and regulations which have been adopted in Upper Canada for the establishment and extension of public libraries.

(From the New York Teacher, for October 1854.)

When the state set apart the sum of \$55,000 annually for the purchase of school section libraries, it was thought and believed that a great good had been accomplished; that future generations would reap a harvest, the seeds for which were sown with so much care, and in the exercise of so strong a faith. But alas! for human speculation, the intent was good and the appropriation was liberal, but the object has not been accomplished. Why not? Because, in the first place, the majority of the inhabitants are not sufficiently interested in the subject. They do not appreciate the great benefits that would certainly be derived from a well selected library, if properly used. They often allow petty, personal feeling to prevent them from participating in its advantages, thus bringing an irremediable evil upon their children. They refuse to be troubled with the care of the library, thus consigning it to an unfavorable location in the section, and often hide it in some dark corner of the garret, or stow it into some out-buildings where its only visitors are rats, mice and spiders. They exercise a low and pernicious taste in the selection of books. Dark and bloody tales of war and bloodshed, the silly catch-penny publications of unprincipled publishers, and the dry unconstructive matter of some *cheap old book*, usurp the place of the instructive, the elevating, the refining, the progressive issues of reputable publishing houses. They seem to regard it as a great evil that they cannot divert this sacred fund from its appropriate channel. Almost daily applications are made to the State Superintendent for permission to apply the Library money to the payment of teacher's wages, and that, too, when the section is destitute of many useful items of apparatus; sometimes even of a globe and blackboard. How short-sighted and penny-wise is that policy which would thus rob the rising generation of intellectual nutriment, just to diminish the merely nominal school tax or rate bill to the amount of a few cents to each individual! How much better would it be, to raise an additional amount in each section, that the school library might be made an exponent and representative of the literary progress of the age!

But, says one we rely upon pedlars to supply us with books, and of course we must take what they bring us! This is no excuse. We are not only required to act in accordance with the light we have, but we are held responsible if we neglect to obtain the information which we might have obtained had we made the effort. Let any one look over the pages of advertisements in this journal for example, and he will find that there are scores of books which hawkers never carry, and he will find that a pedlar's wagon is no more the place to purchase books for school section libraries, than would a tin pedlar's cart be to purchase a dessert set for the Queen of England. It is true that those unprincipled men who palm off spurious works upon the sections are responsible for the act, but at the same time, it does not relieve the purchasers from their portion of censure. The imposer and the person imposed upon—the tempter and the tempted, are alike guilty.

The practical question now is, "Can a reform be effected?" Most

certainly. Let township superintendents, teachers and trustees but co-operate with the state superintendent and such other persons as may have an influence in waking up the public mind to the subject, and the work will be accomplished. Let the question be discussed at the teachers' institutes this fall. Let the state agent's suggestions on this point be heeded. Let teachers wake up to their duty, and become themselves the patrons and exemplars in their respective sections. Let them present the matter to their pupils, in a way that shall stimulate to reading, and lead to discrimination between the good and the bad. Then shall the libraries be cherished as the choicest treasure of the school section, and the inhabitants be elevated to the position which they were intended to fill. See page 178.

NOBLE EXAMPLES.

A gentleman called at the Educational Department, Toronto, a few days since in behalf of the Warden of the County of Waterloo, for books to the amount of £25, for prizes to be given to the best scholars in that County, as tested by a Public Examination to be held in the County Court House at Berlin, 27th December next—the youthful competitors to be selected from all the Common Schools of the County that are disposed to compete, and to be known at the examination, not by names, but by numbers affixed to the breast of each. The Examination is to be conducted by Mr. J. H. SANGSTER, (Principal of the Central School, Hamilton,) who came to the Normal School at Toronto in 1847, a lad about 18 years of age, and slenderly qualified for admission; but who, by his talents and industry, and the system of training that he has had, has become one of the most able and accomplished Teachers in Canada, if not in America. The Central School at Hamilton contains upward of 1,000 pupils, and with this School are connected Primary Schools for small children—one or more in each Ward of the City—but all under Mr. SANGSTER'S oversight, and taught by Teachers trained in the Normal School. From these Primary Schools, the pupils are drafted into the Central School, through the several divisions of which a pupil may advance until he acquires a thorough English Education. The City of Hamilton has the most complete system of Schools of any City in Upper Canada; and its Central School House will advantageously compare with many a College, in the extent of its accommodations and the style of its architecture, provided, as it is, with play-yards, gymnasia, &c.,—all the product of local intelligence and enterprise, under the operations of the present School Law and System since the year eighteen hundred and fifty.

The example of the County Council of Waterloo, in expending £25 in prizes for the encouragement of good scholarship in its Schools, is an enlightened step in the right direction, and cannot fail to improve the Schools, by prompting both Teachers and Pupils to increased exertions. If large sums of money are expended by the Provincial, County, and Township Agricultural Societies as prizes for the best specimens of cattle, grains, &c., it is surely proper to furnish at least equal encouragement for the best productions of our Common Schools—the Colleges of the great majority of the people—the true bulwarks of public liberty, the grand engines of national civilization and advancement.

We are also happy to observe that several prizes have been offered by private individuals in different parts of Upper Canada for the encouragement of Teachers and Pupils of the Common Schools. See page 184.

TO TRUSTEES AND LOCAL SUPERINTENDENTS.—Blank forms for the annual and semi-annual returns of Trustees will be sent out immediately from the Educational Department to the *Local Superintendents*, for distribution, and not to the Trustees direct, as heretofore.

NORMAL AND MODEL SCHOOLS EXAMINATION.

The examination of the Students of the Normal School took place on the 12th of last month. On the platform in the theatre were seated the Chief Superintendent; the Hon. J. H. Gray, a member of the executive Government of New Brunswick; the Hon. John S. Saunders, a member of the Legislative Council of the same Province; the Rev. H. J. Grasett, B. D.; Prof. Wilson. L. L. D.; Rev. A. Green, D. D., &c., &c.

At the conclusion of the examination at half past four o'clock, the Chief Superintendent rose and expressed his thankfulness that amidst the disease and death of the past summer, they were all so happily preserved to the close of the session. He congratulated the students on the successful termination of their labors for the present.

Our system of education was one which developed individual independence in its highest and best sense; it called forth self-reliance and those other virtues which adorn the human character. The test of the standing of the student was not, strictly speaking, applied in the oral examinations just closed, but in written answers to written questions which had been proposed to them during the week. By that they would be judged and not by failure or success on the present occasion.

As he had just seen the official appointment of the successor of His Excellency, the Earl of Elgin, who has been graciously pleased to institute the prizes (which he had requested the Hon. Mr. Gray to distribute,) he could not but acknowledge the great consideration and attention which this institution had ever received at the hands His Excellency. It was a striking fact that the Earl of Elgin was the first Governor who had officially and personally, on all occasions, referred to this institution and school system in terms of the highest commendation and praise. He would request the Hon. Mr. Gray of New Brunswick, as his representative on the present occasion, to distribute His Excellency's prizes.

The Hon. Mr. Gray, in rising expressed his regret at not being in a position to do more justice to the present occasion and to the noble donor of the prizes before him. He had, since his arrival, carefully studied the system as exemplified by this institution, and particularly in the Model Schools. The answering of the children there surprised and delighted him. He could not but be pleased with what he witnessed, as it was spontaneous and not the result of preparation. He was certain that the prizes which Dr. Ryerson had honored him by requesting him to distribute, would be regarded by the successful competitors not so much as a tribute to their own individual exertions, as that they would operate as a stimulus to incite others to diligence and success in the profession in which they were engaged. From the result of their labors which he had just witnessed in the examination, he had almost come to the conclusion that mental enlightenment was indigenous to the soil of Canada, but looking at that system itself he felt that it was the system alone which contained the germs of success, and not that any individual or provincial superiority was apparent. He hoped that the official visits of himself and his colleague would result in introducing into their own province a system which had produced such noble fruit in Canada. He was certain the value of education was as deeply felt in this province as it was 2,000 years ago in the classic land of Greece; that it was still a solace, a friend, a comfort, which no climate could destroy and no adversity alienate. Under its benign influences he looked forward to this western part of the empire yet occupying the highest position even among the great nations of the earth.

He had great pleasure indeed in presenting to the successful competitors, on behalf of the Governor General of British America, the two prizes so munificently established in this institution by His Excellency Lord Elgin.—The hon. gentleman then handed the prizes to Miss Robinson and Mr. Fotheringham, the successful competitors, and resumed his seat amid loud applause.

The Hon. Mr. Saunders, at the request of Dr. Ryerson, then stepped forward, and expressed his delight at what he had witnessed since his arrival in Canada. Twenty years ago he had been in Toronto, but he now looked in vain for any traces of the then insignificant seat of this beautiful town. Its real-

dences and public buildings were almost palatial, while its intellectual growth kept pace with its substantial prosperity. He had also minutely examined every object of interest which came in his way while here, particularly when honored by accompanying Lord Elgin through the building a few days ago, and he must say he was delighted and astonished. He had long sought to have introduced into his own province some such system of education as he had witnessed in England and Scotland many years ago, and now in Canada, but from one cause or other he had failed to do so. He felt assured that the only true element of public prosperity in British North America was public enlightenment—popular education—mental and moral illumination. Upon these it must be based; and he was happy to see that this noble idea was fully appreciated in Canada. He had long heard of Dr. Ryerson, for he was famous far and near. He knew that as a politician, he was capable of flooring even a formidable antagonist, and he was therefore surprised in meeting with a gentleman having a disposition so gentle, so benevolent, and so Christian. He perceived that although he (Dr. R.) was capable of conceiving the most enlarged and statesman-like views, he at the same time exhibited a minuteness of observation in matters of detail that astonished him. He felt, with his hon. colleague, that if they could secure the introduction into their own province of a system of education so comprehensive and so excellent as that in Canada that they would lay the foundation of a noble structure, and of the true greatness of New Brunswick.

Mr. Saunders on taking his seat was warmly cheered.

Dr. Ryerson must disclaim for himself, as an individual, the credit of what his hon. and venerable friend, had witnessed. It was true he had been called upon to take part in putting into successful operation the system of education in Upper Canada, and the institution in which they were now assembled. But still had he not been cordially supported by Lord Elgin and His Excellency's different administrations, as well as those by whom he was more immediately surrounded, the success now witnessed would not have been so manifest.

The students having sung the National Anthem, the Rev. H. J. Grasset, B. D., pronounced the Benediction, and the assembly dispersed.

The Examination of the Boys and Girls' Model Schools, on the succeeding day, was attended by great numbers of citizens and strangers. The neat and cheerful appearance of the pupils, and their proficiency, as evinced at the examination, elicited the admiration of those present. At the conclusion, appropriate remarks were made to the pupils by the Chief Superintendent, and the Masters of the Normal School.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT.

DEPARTMENT OF PUBLIC INSTRUCTION FOR UPPER CANADA.

EDUCATION OFFICE, Toronto, 16th October, 1854.

The Chief Superintendent, of Schools on the recommendation of the Masters of the Normal School, and under the authority of the Upper Canada School Act of 1850, 13th and 14th Vict., chap 48, has granted the undermentioned students of the Normal School, during the Twelfth Session, 1854, Provincial Certificates of qualification, as common school teachers in any part of Upper Canada, which Certificates are valid until revoked by him. No third class certificates will hereafter be granted; and those formerly issued are now no longer valid.

[Each Certificate is numbered, and recorded in the Register of the Department in the following alphabetical order;—but the order does not indicate any distinction of merit in the Teacher:—

FIRST CLASS.

222. Francis Josiah Craig.
223. Ninian Leander Holmes.
224. David Kelly.
225. James McBrien.
226. John McLean.
227. John Patton.

FIRST CLASS.—(Continued.)

228. George Rose.
229. Elizabeth Hughes.
230. Grace Anastasia Magan.
231. Elizabeth McNaught.
232. Sarah Birch Quinn.
233. Sarah Agnes Robinson.

SECOND CLASS.

234. George Abraham Barkley.
235. Allan Chisholm.
236. Absalom Dingman.
237. William Douglass.
238. David Fotheringham.
239. Amos Gould.
240. William Hackett.
241. John Adams Hurlburt.
242. Alexander McKay.
243. Davis McKee.
244. Alexander McPherson.
245. Samuel Nash.
246. Richard William Scott.
247. James Stephens.

SECOND CLASS.—(Continued.)

248. James D. Trousdale.
249. William Weir.
250. Jane Anderson.
251. Agnes Armstrong.
252. Helen Elizabeth Clark.
253. Susan Dorothy.
254. Alice Foggie.
255. Elizabeth McDonald.
256. Margaret Teresa McIliderry.
257. Jane Mowatt.
258. Annie Preston.
259. Margaret Strickland.
260. Nancy Strickland.
261. Caroline Wilkinson.

Miscellaneous.

TO THE TEACHER.

Toil, teacher, toil;
Prepare the soil;

Go forth to sow the precious seed,
To pluck up noxious plant and weed:
Toil teacher, toil.

Pray, teacher, pray,
Ask God to-day

To fill thy soul with grace and might,
That thou may'st do and teach the right:
Pray, teacher, pray.

Hope, teacher, hope:
The promise take—

Faint not and thou shalt surely reap
In season due. Bear trials well;
Let each day's work thy patience tell:
Hope, teacher, hope.

On, teacher, on;
The joy be thine,

Rightly to instruct from day to day,
To lead one mind in wisdom's way—
The bliss will all thy care repay:

On, teacher, on.

S. A. B.

[Conn. School Journal.]

MENTAL INDOLENCE OF TEACHERS.

It is the indisposition to think—an unwillingness to engage in mental labor, which existing both in teacher and pupil occasions the common errors in the mode of teaching and makes the real time which is expended fall far short of its legitimate result.

To be convinced of this we have but to note the action and infer the spirit of both teachers and scholars. How many teachers now engaged in our schools are found in the active exercise of their mental powers? How many of our common school teachers limit themselves to the routine of duties in the school room—and never dream that by far the greater portion of their appropriate toil is for another time and place. Do they not usually seek anything rather than the active exercise of earnest thought as soon as they escape from the allotted six hours labor? and in fitting themselves for their calling, is it not their common belief that there is a fixed measure of knowledge which must be in possession that they must just satisfy the formal requisition of the law or custom—and then they will teach. Do they not stop abruptly as soon as they have once passed examination, and can repeat the few deductions or rules of which they are supposed to have a knowledge? Do they not enter the profession of teaching with the design of avoiding labor? Is it not a common notion that it is comparatively an easy business? I mean not now the oft repeated assertion of the ignorant who, confined to manual labor look enviously upon the teacher—but the teacher when he replies to these querulous comparisons of his occupation with that of other men. I say when he replies, and justly too, that no employment is more laborious than his own, does it mean that it is toilsome because it taxes severely his mental energies? No! he is thinking of the tedious round of motions in the school-room—of the innumerable annoyances which weary and distract him. Indeed he often confesses—"Oh! the mere instruction—that is nothing, I can perform that well enough, for I know those things—I have them all by heart." It does not occur to him that the physical labor which he must do is the thing of smallest account in comparison with that toil of the mind which he should perform in order that he may worthily teach. When he has once passed the ordeal of teaching—has once gone over what he conceives to be the ground, for instance, of Arithmetic or Grammar he fancies—poor mistaken soul—that he

has exhausted the subject—that he has filled the cask, and now has only to sit passively down and draw forth for those who come to drink. He lapses into a state of mental inactivity, and perhaps never takes another step—never gains nor thinks he can gain another new idea. To go on with his own intellect and reason upon that which he has learned—to make his capital return him a constant interest save in the matter of pecuniary gain never occurs to him. To-day he enters his school-room, like the horse in the tread-mill, to travel his circle round and round till nightfall, and to-morrow he will be harnessed for the same journey.—*Vermont Teacher's Voice.*

DIFFICULTIES IN SCHOOL GOVERNMENT.

We find the following well-timed remarks in the last No. of the Ohio Journal of Education:

It has already been intimated that there are difficulties in the government of schools which no skill or management on the part of the teacher or others can entirely obviate. One of these arises from the impossibility of suiting the penalty for transgression to the nature of the offence and the character of the offender. Every person of common sense knows that in every government penalties must be annexed to the violation of its laws or regulations, and that these must be of such a nature as most effectually to accomplish the objects for which all punishments should be inflicted. To determine in all cases precisely what the penalty should be, and to mete out the reward of transgression according to one's sense of propriety and the circumstances of each offender, without subjecting the teacher to the charge of *partiality*, is no easy task. Parents can do it if they will, but the teachers can not thus readily.

But even this is a trifling evil compared with another. It is true, that no sane man will deny that there should be some penalty for the voluntary neglect of known duty, or the wilful violation of wholesome rules; but the relations of parents to scholars are such, that unless the course adopted by the teacher secure their sanction, or at least escape their censure, their condemnation, it will exert no reforming or ascertaining influence upon the scholars. But with the various and conflicting views held by parents, how shall the teacher secure their influence on his side? One says, "I do not wish to have my child whipped, under any circumstances whatever; another, "If my child does not conduct himself properly, or learn as he ought, I wish you to flog him soundly and report him to me, and I will do it again." A third will not have his, deprived of his recess, or kept a moment after school; a fourth would have both done, if the scholar will not study without. And thus might we go on through the whole school without finding any two who would entirely agree in regard to the course which they would have pursued with their children.

Now, is it not perfectly obvious that the teacher can not comply with the wishes of all these parents; that, should he attempt it, he would at once subject himself to the charge of partiality, and thus lose the confidence of his scholars and forfeit the respect of those whom he attempted to please? What then follows, but that he must understand his own business, must be supposed to be competent to manage his school, and be allowed to do it according to his own judgment, *without interference*, at least, till he is found to be incapable of doing it properly?

We believe this to be the proper course, and the only proper course; and feel confident that parents who will pursue it, who habitually give their children to understand that they *expect* the teacher to do right, that they rely upon his discretion, and his sense of justice, will seldom have occasion to feel that such confidence has been misplaced.

A. D. L.

"NOW."

"Now" is the constant syllable ticking from the clock of time. "Now" is the watchword of the wise. "Now" is the banner of the prudent.

Let us keep this little word always in our mind; and whenever anything presents itself to us in the shape of work, whether mental or physical, we should do it with all our might, remembering that "Now" is the only time for us. It is indeed a sorry way to get through the world by putting it off till to-morrow, saying, "Then I will do it." No! This will never answer. "Now" is ours; "then" may never be.

BOYS OUT AT NIGHT.

We would call the special attention of parents to the following extract, which we clip from one of our exchanges:

I have been an observer and am a sympathizing lover of boys. I like to see them happy, cheerful, gleesome. Indeed, I can hardly understand how a high toned, useful man can be the ripened fruit of a boy who had not enjoyed a full share of the glad privileges due to youth. But while I watch with a very jealous eye all rights and customs which entrench upon the proper rights of boys, I am equally apprehensive lest parents who are not forethoughtful, and who have not habituated themselves to close observations upon this subject, permit their sons

indulgencies, which are almost certain to result in their demoralization, if not in their total ruin; and among the habits in which I have observed tending most surely to ruin, I know of none more prominent than that of parents permitting their sons to be in the street after night fall.

It is ruinous to their morals in all instances. They acquire, under the cover of night, an unhealthful state of mind—bad, vulgar, immoral, and profane language, obscene practices, criminal sentiments, a lawless and riotous learning. Indeed it is in the street after nightfall that the boys principally acquire the education of the bad, and capacity for becoming rowdy, dissolute, criminal men. Parents should in this particular, have a rigid and inflexible rule, that will not permit a son under any circumstances whatever, to go in the streets after nightfall, with a view of engaging in out of door sports, or meet other boys for social chance occupation. A rigid rule of this kind, invariably adhered to will soon deaden the desire for such dangerous practices.

Boys should be taught to have pleasure around the family centre table, in reading, in conversation, and quiet amusements. Boys are seen in the streets after nightfall, behaving in a manner entirely destructive of all good morals. Fathers and mothers, keep your children home at night, and see that you take pains to make your homes pleasant, attractive, and profitable to them; and above all, with a view of their security from future destruction, let them not become, while forming their characters for life, so accustomed to disregard the moral sense of shame as to openly violate the Sabbath day in street pastimes during its day or evening hours.

A MOTHER'S INFLUENCE.

In England some years ago, a man presented himself before a body of clergymen to be examined, that he might be licensed to preach the gospel. His advantages for study had not been very great, and he had fears that he could not sustain himself, and answer the numerous questions which he knew would be proposed. With a trembling heart he stood up before his fathers and brethren, and one of them asked him with whom he had studied divinity.

The young man was somewhat confused at this question, for he knew very well that he had not enjoyed the instruction of any distinguished divine; and he replied, with hesitation, "My mother taught me the Scriptures."

"Ah," said the minister who had asked the question, "mothers can do great things."

The examination then proceeded, and the result was a delightful proof that mothers may be good teachers of theology; that the truths implanted by their early instructions, watered by their pious tears, and sanctified in answer to their prayers, will bear precious fruit after many days.

This candidate for the ministry was found to be mighty in the Scriptures, and most gladly was he commissioned to go forth and preach the word to his fellow men.

PRIMARY SCHOOLS IN BOSTON.

CLASSIFICATION AND COURSE OF INSTRUCTION, GENERAL DIRECTIONS.

The pupils in each of the schools shall be arranged in six classes. Every scholar shall be provided with a slate and employ the time not otherwise occupied, in writing, printing or drawing.

As soon as the scholars are able, they shall be required to print their spelling-lessons on their slates, and continue to do this in all the classes.

The scholars shall occupy a portion of the time of every school session at the blackboard, in drawing or printing.

Simple oral lessons in arithmetic, adapted to the ages of the scholars, shall be taught in each class, and the addition, subtraction and multiplication tables may each be repeated simultaneously by all the scholars.

The Lord's Prayer and the Ten Commandments shall be taught to all scholars.

Singing shall form a part of the exercises of every session.

The scholars shall be taught the use of the marks of punctuation, as they occur in their reading lessons.

The teachers shall devote at least a quarter of an hour, each session, to oral instruction.—The reading and other lessons shall be thoroughly explained to the scholars by the teachers, who shall encourage them to ask questions pertaining thereto.

Plain sewing may be introduced into any school at the discretion of the local committee—[Com. Com. Sch. Jour.

NEW SCHOOL LAW OF CONNECTICUT.

The Norwich *Examiner* calls attention to the new School Law of the last Legislature, and gives a synopsis.

Its chief idea is the consolidation of all the school sections in a township into one,—abolishing both the section and school society system at one stroke. Next, all the powers necessary to establish, improve and

perfect the schools of the section or township are committed to them in their united capacity—One board of officers is appointed to manage the school and the whole school system—aside from the clerk, treasurer and collector—instead of their being in the hands of three sets of officers, who are liable under the old law, both to fail of being co-workers together, and often to embarrass each other. This is also to be a permanent board, or one-third of their number is to be chosen annually; which is an admirable feature of their organization. They do all the work of all the three classes of officers—the society committee, the section committee and the board of visitors, appointing or calling to their aid, if they wish, the best men in the township to examine teachers and visit schools. It is not necessary, in this place, to enumerate their separate powers, or the various duties assigned them. A fixed and uniform day is named, when all such consolidated sections shall hold their annual meetings. New sites for school-houses are to be fixed by a two-thirds vote of the section or township, or at their request, by the board of Education, who are the committee of the section. The deficiency in State, and township and invested funds appropriated for each year in supporting the schools, is to be made up by the usual rate bill wholly, or by taxation on the polls, and ratable estate of the township wholly, or partly by rate bill, and partly by such tax as the township or section shall direct. These are the principal new features of the law, and several of its sections are specified as still in force.

PROGRESS.

The reign of the Emperor Trajan was probably the most happy Europe ever enjoyed; but at that time true enlightenment had little effect upon the minds of men generally: now this enlightenment is being extended to all in Europe in some degree or other, for even Russia can hardly be excepted. This being the case, what progress may not be looked for in the next forty years? We are only forty years removed from the great continental war in the time of Napoleon I. Yet what marvellous progress has been made in commerce and its ever-accompanying benefits! Steam and instruction are now fairly at work in raising man to that dignity of intelligence and moral behaviour without which he cannot be really happy here on earth. With two such powerful agencies properly applied, what progress may not be looked for.

ARTISTIC WORKMANSHIP IN POMPEII.

There are scales and steelyards, which can only have been meant to weigh provisions, but the chains and bars of which are delicately wrought. The weight even is found made to represent a warrior, with a helmet most beautifully chiselled; and so genuine and true, so really intended for every-day use are these commercial implements, that one of them has stamped upon it its verification, made at the Capitol, declaring it to be just. The lamps also, and the candelabra by which they were supported, are most elegant, not made upon a pattern, a fashion of the season, but exhibiting true artistic beauty. This feeling is carried so far, that even surgical instruments found in those ruins, which could only have been meant for practical purposes, display equal attention to ornament and delicacy of finish. There is no end of other vessels, which must have served for domestic purposes, such as braziers, for instance, of which handles, rims, and other parts, are finished beyond what the finest bronzes now in Paris usually equal. What are we to conclude? You cannot suppose that these were made from the design of Flaxmans, the Stothards, and the Baileys of those days. Who has ever heard of any great artist in Pompeii or Herculaneum?—*Cardinal Wiseman.*

A MAN ENTERING INTO LIFE.

A man entering into life ought accurately to know three things:—First, where he is. Secondly, where is he going. Thirdly, what he had best to do under these circumstances. First, where he is—that is to say, what sort of world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going—That is to say, what chances or reports there are of any other world beside this; what seems to be the nature of that world; and whether, for information respecting it, he had better consult the Bible, Koran, or Council of Trent. Thirdly, what he had best to do under these circumstances—that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has had his will so subdued in the learning of them, that he is ready to do what he knows he ought, I should call educated, and the man who knows them not, uneducated, though he could talk all the tongues of Babel.—*Ruskin's Stones of Venice.*

EMPLOYMENT IN SCHOOL.

The teacher who would govern his school, must keep in memory one of the first principles in the philosophy of mind, that what one does from his own election, is done much more cheerfully, than what is de-

manded of him as a task. If the teacher can interest his pupils in employment, excite their minds with the love of knowledge, and engage them in their studies, he may both improve them in knowledge, and easily govern them. Let the teacher, then say little about government; about what he shall do, or they must do; but let him devote himself sincerely and arduously to teaching, and exciting his pupils to the acquisition of learning. If he has any petrary scholar, let him devote that one to some particular attention, in the way of explaining his lesson, or interesting him in the school. This course will generally succeed much better than threats, or loud talk about order. Besides one cause of disorder is want of employment, more than deep-seated viciousness, or a settled determination to resist the authority or wishes of the teacher. If the teacher would ask himself, How can I govern my school? let him answer in part by another question: How can I engage every scholar in his studies? One method is, for the teachers to spend but little time in school hours in discourse about order, or other matters than those pertaining to recitations. If the teacher would have his pupils work, let him work; let him call upon every scholar to recite; and instead of faulting him as an ill-behaved scholar, ascertain why he has not learned his lesson.—*N. H. Report.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Hon. Mr. Chauveau, in answer to an enquiry of Mr. Dufresne, stated that the Government intend to propose an increase of the educational grant; so as to permit of the establishment of a good primary school in every parish of Lower Canada, and to contribute still further to the prosperity of the Common School System of Upper Canada. . . . The inauguration of the Laval University at Quebec took place recently in presence of the R. C. Archbishop and Clergy. His Excellency the Governor General was present, and having taken the seat prepared for him, the Rev. Messire Cassault, Rector of the University, explained the object of this, the first session of the University, and was followed by His Excellency who made a short but very eloquent Speech. His Excellency then delivered the Honorary degrees in Law and Medicine to the following gentlemen:—In Law.—Hon. A. N. Morin, and Jacques Crémazie, Esq. In Medicine.—Jean Blanchet, J. A. Sewell, C. Frémont, Z. Nault, A. Jackson, and J. E. Landry. Bacheliers-en-Lettres.—Messrs Rousel et Paquet. The Ceremony was concluded by the Archbishop of Quebec, who returned thanks to His Excellency the Governor General, not only for his presence and the sentiments expressed by him on this occasion in relation to the University Laval; but also for his untiring efforts in procuring its charter. The band of the 71st was in attendance.

VICTORIA COLLEGE—MEDICAL DEPARTMENT.

It will be seen by an advertisement in our columns that Victoria College has established the medical department of their institution at Toronto, where it will be under the able superintendence of Dr. Rolph and other gentlemen of the "Toronto School of Medicine." This is a noble step of the College, and one which must confirm the prestige it has of late acquired under its learned Superintendent and professors. We may also congratulate the public of our city on the enlarged sphere thus opened to a department which in relation to the value of its services among them cannot be too highly appreciated.—*Leader.*

PRIZES IN THE COMMON SCHOOLS.

At a recent meeting of the Board of Instruction for the County of Waterloo, the proposal of the Municipal Council to appropriate £25 for distributing prizes amongst the pupils of Public Schools in the county, was taken into consideration, and the following recommendation adopted:—

"That each Common School within the county shall be allowed one scholar, of lawful school age, for such competition. That those schools having over twenty five scholars on the register be allowed to send two scholars; and for every additional twenty five scholars over fifty scholars on such register, be allowed to send one scholar; and that the grammar school be allowed to send three scholars for such competition.

"That the county council procure the aid of a competent teacher residing out of the county, for examining the scholars coming forward for competition, and also procure the aid of two associate Judges, who, together with such teacher shall award the prizes.

"That the following be the programme of examination: 1. Writing. (Scholars to present specimens of their penmanship, certified by their teachers.) 2. Mental Arithmetic. 3. Practical Arithmetic. 4. Elementary

rules of Algebra, simple and quadratic equations. 5. Geometry, (the first four books of Euclid.) 6. Grammar. 7. History, (as far as it is taught in the 5th book of the National Reader.) 8. Natural Philosophy. 9. Geography. 10. Astronomy.

"That all the scholars intending to come forward at the competition shall cause their respective names, the names of their respective teacher and school, to be entered with the clerk of the council at least three days before the day of such competition: that the clerk do enter the names, numbering the scholars accordingly as they are entered; and that each scholar coming forward for such competition have the number under which he or she has been entered attached to the collar on the day of the examination.

"That the amount of £25 granted by the county council be expended in purchasing useful books for prizes; and that there be ten different prizes, of the respective values of 30, 20, 15, 10, 8, 6, 5, 3, 2, and 1 dollars. That the best general scholar receive the highest prize, the next best the second, and so on in rotation.

The liberality of the council and the proposal of the board are both highly commendable, and will doubtless stimulate the pupils to greater exertion and improve the education of the youth of the county.

Dr. Scott, Warden of the County, offers a prize of "The Warden's Medal," to be contested for by the Common School Teachers of that County, for the best essay on "The Analogy between the cultivator of the soil and the human mind." This liberality is worthy of imitation.

Wm. Spotton Esq., of Port Hope has addressed the following proposition to the schoolmasters of Hope and Port Hope:—I cannot but think that whatever promotes education, and places it in a favourable light before the public, must also promote your own interests: and therefore I take the liberty of saying to you that I wish to be one of three or more, who will offer, as a prize to the best Common school scholar within this town or township, the best silver watch that can be had for a sum not greater than eighteen dollars. The time, place, &c., of examination to be agreed upon.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The authorities of King's and Marischal Colleges at Aberdeen have agreed upon a bill for the union of these two colleges into one University which will shortly be introduced into Parliament. At present there are double professorships of some subjects and none at all of others. With the spare professors this defect will be remedied. . . . Two large volumes have just been issued by the printers of the House of Commons, containing the evidence taken before the select committee of the House of Lords on the subject of the practical working of the system of National Education in Ireland. . . . A letter having been addressed to Lord John Russell from a religious society in Dublin, pointing out his alleged inconsistency in supporting two different systems of education, one in England and the other in Ireland, his lordship thus replies:—"My support of the British and Foreign School Society has been publicly given as a member of that society. My support of the National System of Education in Ireland, as introduced by Lord Derby, has been also publicly defended by me as a minister and a member of parliament. In supporting both systems, I have endeavoured to promote education in a manner that was practicable. The great majority of the people of England are content to read the Bible in the authorised version, and accept that version as a true exposition of the word of God. This is unhappily not the case in Ireland, and hence has arisen the system of the National Board, which, since its establishment by Lord Derby, has done great good, and will, I trust, by the blessing of God, diffuse still more widely than it has hitherto done, very useful, although very imperfect instruction." . . . During the recent sitting of the British Association for the advancement of Science in Liverpool, the Rev. Mr. Hume read a paper "Upon the Education of the Poor in Liverpool." This paper was supplementary to the more elaborate paper read last year before the association at its meeting at Hull. Mr. Hume commenced by stating that the purpose of his paper last year was to direct attention generally to the educational wants of Liverpool, and the extent to which they were supplied, and the deficiency. In the Lower parts of the town particularly, where education was specially needed, and vicious instruction always at hand, the want was lamentably great. In five ecclesiastical divisions in the lower part of the town, and having a population of 40,000, there is no provision for the education of a single Protestant child. That deficiency, he was happy to be able to say, was about being remedied. The Rev. gentleman proceeded to discuss the means of support of the Liverpool

schools—the principle of voluntary and compulsory support of education, and concluded by enforcing the latter principle, which he hoped would find legislative adoption.

THE QUEEN'S COLLEGES IN IRELAND.

The *Cork Reporter*, alluding to the fact of Government having just added to the collegiate endowments a sum sufficient to enable all the internal arrangements to be considerably improved, as well as to allow of a reduction in the fees payable by students, thus points out the beneficial results consequent upon the enlarged grant to the three colleges:—

"At the October entrance examinations the Council is empowered—and will certainly exercise the power very gladly, if afforded an opportunity—to confer on deserving candidates 55 senior and junior scholarships—viz., 10 senior, value £40 each, and 45 junior, value from £15 to £24 each, 30 of the 45 being of this latter amount, and only four—in agriculture—of the former. The winners of these prizes will not only have their year's education free of charge, but many of them a handsome aid towards their general expenses too. And to win them all that is requisite is attention and talent; favouritism the candidates need not fear, and the son of the humblest man will have his chance equally with the competitor whose worldly prospects are best, and whose friends are most influential. The past history of the college sufficiently proves this, and remarkably in the winner of its most splendid prize. That prize, obtained for it by Lord Clerendon—a writership in the East India Company's Service, of emolument from the start, and opening to its possessor the way to the most magnificent positions in our Eastern empire—was awarded to a young student, unknown and unfriended, from a remote district of the county, who competed for it thus successfully against the sons of men of influence and station, who were scarcely inferior to him in their mental character or general acquirements. The aspirant to a superior education therefore however limited in means, will find himself in no difficulty about obtaining it in the Queen's College, to partake of whose advantages, in fact, he is courted by honourable rewards. Within its halls he may inexpensively acquire the foundation of a character which, whatever his position in life, he will find of inestimable value to him; and we trust sincerely that the entrances in October will prove that our population is not indifferent to, or incompetent to avail of, the great and lasting benefits thus placed within their reach." The appointments at the Queen's Colleges to fill up the vacancies occasioned by the loss of those professors who have accepted chairs in Australia have been made. Mr. Bagley, of Cork, takes the Professorship of Latin, in Galway; Mr. Thomson, at present filling the chair of Natural History in Cork, takes the Professorship of Geology, Belfast College; Mr. Tait, of Cambridge, Senior Wrangler of the year 1852, takes the Professorship of Mathematics, Belfast.

NATIONAL EDUCATION IN IRELAND.

The 20th report of the Commissioners of National Education in Ireland has just been presented to the Lord Lieutenant. The following extract, in reference to the number of schools and attendance of pupils, is of interest:—

"On the 31st of December, 1852, we had 4,875 schools in operation, which were attended by 544,604 children. At the close of the year 1853 the number of schools in operation was 5,023, attended by 556,478, showing an increase in the schools in operation of 148, and an increase in the attendance for the year 1853, as compared with the year 1852, of 11,874 children. Besides these 5,023 schools, there are 42 upon our lists, although not yet in operation, towards which, at various times, we have made building grants; of these grants, 16 (involving liabilities to the extent of £2,655 6s.) were made during the year 1853. When the buildings for these 42 schools shall have been completed, they will afford accommodation to 4,016 additional pupils. The number of schools struck off during the year 1853 was 106; 10 schools were suspended, which, however, may hereafter be reopened; and 218 schools were added to the list. The entire number of schools on our rolls, on the 31st of December, 1853, was 5,075, including those in operation, those suspended, and those towards the building of which we have promised aid.

"There has been a steady increase in the attendance at the national schools every year, except in 1847 and 1849, in which the decrease is attributable to the causes adverted to in our reports for those years.

"The total number, in 1853, of 556,478 children, in the 5,023 schools in operation, gives an average on the rolls of 11,078 to each school. The average daily attendance of pupils for the half-year ended the 30th of September, 1853, was 271,364; and the number on the rolls for the same period was, as we have already stated, 550,631.

"The average daily attendance of pupils for the half-year ending the 30th

of September, 1853, as compared with that of the corresponding half-year for 1852, exhibits a decrease of 7,844. This diminution may be partly accounted for by the fact that there has been a considerable reduction in the number of children in the workhouse schools, in which the proportion of children in daily attendance to the total number on the rolls is necessarily greater than it is in the other schools, from which the children have a greater liberty of absenting themselves.

"The following summary exhibits the number of national schools in each province on the 31st of December, 1852, and the number of children on the rolls for the half-year ended the 30th of September 1853:—

	No. of Schools.	Attendance.	Average No. on Rolls in each School.
Ulster	1,906	153,686	80.63
Munster	1,219	175,564	144.02
Leinster	1,200	145,266	121.05
Connaught	698	76,115	109.04
Total	5,023	550,631	109.62

"Of the 218 schools added to our list during the year 1853, there were, in Ulster, 54; Munster, 61; Leinster, 37; Connaught, 66.

"Of these 218 schools 199 are under the management of 167 individuals, many of them having more than one school under their care. The following is the number of patrons of each religious denomination:—Church of England—clerical, 2; lay, 18. Presbyterian—clerical, 12; lay, 2. Protestant Dissenters—lay, 1. Roman Catholic—clerical 121; lay, 11. Total Protestants of all persuasions, clerical and lay, 35; total Roman Catholics, clerical and lay, 132. Of the remaining 19 cases 13 were joint applications from persons of different religious denominations and 6 were model schools, of which we are the patrons.

"It will be seen that we have made grants to build and furnish 42 schools, 16 of which are grants for the year 1853. Some of these schools are in progress of building, and will be soon completed; and towards the erection of a few no steps have yet been taken. The outstanding grants made in various years to these 42 schools amount to £4,621 1s. 10d. In addition to the 16 new building cases, we awarded grants of salaries and books, to 202 new schools, making, in 1853, a total of 218 new cases.

"There were 18 schools opened during the year, towards the erection of which we had made grants. These are included in the 5,023 schools in operation on the 31st of December, 1853."

Of the vested and non-vested schools the commissioners thus report:—

"At the termination of the year 1853 we had on our list, vested either in trustees or in our board, 1,092 school-houses, containing 1,598 rooms, accommodating distinct schools. The number of non-vested schools was 3,467, several of which, as in many cases of vested schools, are held under the same roof, though in separate rooms. There are, in addition, nine school-houses about to be vested in the board, the leases of which are in course of execution. These nine schoolhouses will contain 10 distinct apartments. The number of schools vested in trustees on the 31st of December was 996. In addition, 511 (including 140 assigned) were vested in the commissioners in their corporate capacity. There are also 10 schools of which the leases are not yet executed, towards which the commissioners have made grants for building and furnishing. There were also 91 schools for which the commissioners held bonds for the observance of our rules."

Of the Dublin model schools they say,—

"The number of pupils on the rolls of our model schools in Marlborough-street on the 30th of September, 1853, was—males, 624; females, 509; infants, 396; making a total of 1,529.

"The religious denominations of the 1,529 children on the rolls of the model schools in Marlborough-street, at the above date, are specified in the following return:—

	Boys.	Girls.	Infants.	Total.
Established Church	106	59	32	197
Roman Catholics	496	446	358	1,300
Presbyterians	20	3	3	26
Jews	2	1	3	6
Total	624	509	396	1,529

"We trained, during the year, and supported at the public expense, 281 national teachers, of whom 193 were men, and 89 women. We also trained 25 teachers not connected with national schools, who supported themselves during their attendance at the model schools, making the total number of teachers trained in 1853, 306. Of the 281 teachers of national schools trained during the year. 18 were of the Established church, 82 Presbyte-

rians, three other Protestant Dissenters, and 228 Roman Catholics. The total number of male and female teachers trained from the commencement of our proceedings to the 31st of December 1853, is 3,701. We do not include in this latter number those teachers who, at the time of their training, were unconnected with national schools.

"We had in our service, at the close of the year 1853, 4,882 principal and assistant teachers, exclusive of teachers in the workhouse and prison schools in connexion with us, and teachers in convent schools, no record being kept of their classification—the former not being paid by the board, and the latter being paid according to the average attendance in their respective schools."

POLISH SCHOOLS.

Poland was the first country in Europe that had a regular public education. It had in the fifteenth century, and before, departmental schools, *free to all ranks*, which were affiliated to the Universities; each of which furnished and appointed the teachers of the department in which it was situated. Always, a complete education, including the University education, introduced a Pole into the ranks of nobility; for there was no difference of *race* between peasant and noble in Poland to interfere with a natural progress, as in the western feudal nations. An university education, or an important service in the army, (to each of which the peasantry were free,) always made a Polish noble.

UNITED STATES.

MONTHLY SUMMARY.

A Monument to the late Rev. Mr. Gallaudet, has recently been erected in Hartford, Connecticut. Mr Gallaudet was for many years the distinguished friend and instructor of deaf mutes in the United States. The Monument consists of a platform of quincy granite, 6 feet 10 inches square, the plinth also of granite 1 foot thick; marble base 5 feet 3 inches square, very richly moulded; the die consists of four pannels. On the south pannel is represented in bas-relief Mr. Gallaudet and three mute children. His left arm encircles the body of a little mute girl of seven or eight years of age; his right hand is brought forward and clasped in the form of the letter "A" of the mute alphabet. The little girl is imitating the letter with her left hand. In front sits a little boy apparently eight or nine years of age, who has a slate in his hands and is making the capitals of the alphabet. A lad stands by their side with a portfolio under his arm, watching the movements of Mr. G. very intently. . . . The following are the statistics of the attendance of students at some of the American Colleges the present year:—

Dartmouth College	353
Indiana State University	224
Harvard University	705
University of Virginia	550
Washington College	139
Pennsylvania Oberlin College	800
Aumherst College	254

Total . . . 3,018

Tennessee University, Union University, Madison University, Furman University, South Carolina Roanoke College, and Trinity College at Hartford, Connecticut, are reported as having an increased attendance over 1853. . . . The following remarks on the state and condition of the New York University, were made by Chancellor Ferris, on the occasion of the opening of the fall term of the University:—He referred to the time when it was thought that the University must sink under its embarrassments, that its edifice must be sold, and when it was even anticipated who would be the purchaser, and to purpose its several apartments would be devoted. He would venture to what say that its present appearance and condition show that it has fallen at length into the hands that will take care of it. It was necessary to raise \$70,000 to free the institution from debt, and this has been contributed during the past year of extreme pecuniary stringency. This has been done in a year during which the people of this city had also contributed, for the new Bible House, \$80,000; for St. Luke's Hospital \$60,000; for the City Hospital \$150,000; for the Union Theological Seminary \$90,000; for Princeton Theological Seminary \$30,000; for the New York Juvenile Asylum \$50,000, besides many other large contributions, both ordinary and extraordinary. This array of munificent benefactions, said the Chancellor, are truly an honor to this great metropolis. Among other improvements on the University building, the large chapel has been lighted with elegant

windows, graceful entrances have been added, and the interior has been freshly painted and decorated. The small chapel and the lecture and recitation rooms have been renovated in a neat and commodious style. The council room, said the Chancellor, has been made what the council room of an University ought to be; a becoming reception chamber for the learned and distinguished men of other states and climes who almost daily visit the institution. The Chancellor concluded by remarking that some years since a gentleman in this city had inserted in his will a bequest of \$20,000 to this University; but afterward, seeing its embarrassed and helpless condition, and fearing its ultimate failure, had revoked the bequest, and died too soon to see the hopeful opportunity which is now afforded our men of wealth to confer durable benefits upon posterity by making such bequests to the institution. . . . By the last returns of the public schools in the six New England States, the whole number of pupils in attendance during the year was 541,933. The whole cost of instruction for the year was \$2,055,131.65. In Vermont the average cost of each pupil was \$2.22; in Maine \$1.34; in Connecticut, \$1.35; in Rhode Island, \$1.64. In Massachusetts the law requires each town to raise by tax at least \$1.50 per child, between five and fifteen years of age, as a condition of receiving a share of the income of the State School Fund. All the towns complied with this condition last year. . . . The city of Boston appropriated the past year \$330,000 for the support of public schools. It has invested in school houses \$1,500,000.00. The average number of pupils is about 22,500; making the yearly cost of educating each child about \$15. The number of pupils taught in the schools of Detroit during the year preceding the last annual report, was about 5,000, and the cost for each pupil was \$1.50. The attendance in the district schools of New York last year was 866,915. The annual cost for each was about \$2.22.

SCHOOLS IN NEW YORK.

The 216 public schools in New York city reopened a few days since. The number of teachers is 1094, and their aggregate salary amounts to over \$800,000. The number of schools average 140,000. There are also 36 denominations or parochial schools, not under the special charge of the Board of Education. These have an attendance of about 8,000.

AMERICAN INSTITUTE OF INSTRUCTION.

The recent meeting of the American Institute of Instruction, was one of the most successful ever held by that body. Nearly two thousand teachers, and friends of education from different parts of the country, mostly, however, from New England were present; and among these, were some of the most distinguished educators in the land. We doubt if a larger company of teachers ever assembled in this country; and rarely is it that an association of any kind brings together so many individuals, noted for their ability, intelligence, and earnestness.

The lectures delivered during the session were of the highest order. The introductory, by Dr. Wayland, detailed the progress of education during the last quarter of a century, and indicated the direction of its progress in future. It was characterized by that complete knowledge of facts, philosophical analysis, clearness of illustration, and aptness of expression, for which he is so distinguished, and was listened to with marked attention. It received much praise, and will, we believe, do great good. The Rev. Mr. Huntington's lecture was mostly a comparison between uneducated and educated individuals and communities, for the purpose of showing the development of a love of Beauty. It was well written, and happily delivered. The lecture of Mr. Smith, was a fine scholarly production. It evinced a thorough knowledge of the subject, and a warm love of all the works of genius. We heard this lecture highly praised by those whose commendations are not easily won. Dr. Beecher's lecture was philosophical, forcible, and eloquent; Dr. Hooker's, illustrative and practical. Mr. Sumner's was full of interesting facts and observations relating to the state of education in some of the European countries. His language was elegant, and his manner of delivery graceful and winning. This instructive lecture was a most fitting close to the series, and like all the rest was marked by high thought and progressive aims.

There was not so much time for debate as usual, and, therefore, the discussion did not take so wide a range, nor call out so great a variety of talent, as on previous occasions. The remarks of Messrs. Hedges and Colburn upon teaching Arithmetic, and those of Mr. Edwards upon Geography, were eminently practical, and illustrative of the best methods of teaching. The most extended discussion was upon the resolutions referring to the murder of Prof. Butler.—*Massachusetts Teacher.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

Hon. Mr. CHAUVEAU has moved for an address to His Excellency the Governor General praying His Excellency to cause to be printed, in addition to the documents mentioned in an address of this house, such of the documents that have been obtained from the public archives in Paris and in London, and are now in manuscript in the library of Parliament, and in the library of the Literary and Historical Society of Quebec, or that may be procured hereafter, as shall be found of sufficient interest in a legal or historical point of view; and also to cause to be reprinted such of the works published in the early history of the country as may be of great value and have become very scarce, the said works or documents to be printed in such form and with such notes and maps as may be found proper, and assuring His Excellency that this house will make good the necessary expense to be incurred for the aforesaid objects. Hon. Mr. MORIN said the documents would throw a great deal of light on the early political history of America, and that the maps embraced the whole country from Canada to Florida. Any gentleman who would look at the catalogue, would see that a vast amount of valuable information was comprised in the documents; many of which were never yet published. The documents did not relate to Lower Canada merely, but contained also many letters and several plans relating to Upper Canada. The motion was then carried. . . . His Excellency the GOVERNOR GENERAL has been pleased to appoint a number of gentlemen to compose a Provincial Committee, to take the necessary steps to ensure a fitting representation of the industry and resources of this Province at the WORLD'S EXHIBITION, to be held in PARIS, in the year 1855,—with power to appoint an executive committee and local committees throughout the Province. . . . A pension of £200 a-year has been conferred upon Mrs. Fullerton, widow of the late Lord Fullerton, who was for twenty-five years one of the Senators of the Scotch College of Justice. Also, £100 to Mrs. Taylor, the discoverer of steam navigation. . . . Captain Cook's Chronometer has been presented to the united service institution, by Admiral Sir Thomas Herbert. It has undergone some adventures; after two voyages with Cook, Lieutenant Bligh took it out in the *Bounty*; the mutineers carried it to Pitcairn's Island; it was sold to an American, who sold it again in Chili; finally, Sir Thomas Herbert bought it at Valparaiso, for fifty guineas. . . . The French Exhibition building, has consumed 822,000 square yards of cut stone, 4,500 tons of castings, 3,600 tons of iron, and 33,000 square yards of unpolished glass. The surface of the ground floor is 27,068 square yards. The surface of the gallery of the circumference counts 18,072, giving a total of 45,140 yards. "The building unlike its predecessors," says the correspondent of the *N. Y. Tribune*, "is to be a permanent monument of the most elaborate finish, and the most studied perfection of style." Among the curiosities to be sent from the East Indies to the French Exhibition is a carpet of ivory, it is twenty feet long and six wide, and cost \$1,500. . . . The German Philosopher Schelling, died at Ragaz, in Switzerland on the 20th August last. . . . The Italian Papers mention the death of Cardinal Angelo Mai, a prelate who owed his rank to the position which he had created for himself in the world of literature by his curious discovery of palimpsestes. He was born March 7, 1782, in the diocese of Bergamo, created a cardinal in May, 1837, but reserved in petto and proclaimed in the following year. The cardinal continued his learned labours after his elevation, and only very lately succeeded to the post of librarian of the Vatican, rendered vacant by the death of Cardinal Lambruschini. . . . Mr. W. H. Bartlett, whose premature death at sea has just been announced, was well known to the public by the historical and illustrated works "Forty Days in the Desert," "Nile Boats," "Walks about Jerusalem," and other works of biblical and classical interest. His last published work, "The Pilgrim Fathers," is a historical narrative of great interest; and, like its predecessors, is beautifully illustrated by drawings taken on the spot. Mr. Bartlett's last visit to the East was undertaken only a few months ago, with the express design of inspecting some ancient remains, and of furnishing a series of illustrations for a new work on the subject. But on his return from that hallowed ground, he was taken suddenly ill on board the French steamer *Egyptus*, and in the course of the following day expired, in the prime of life, and when almost in sight of land. To the talents of an accomplished artist, an able and agreeable writer, and a traveller, whose graphic description of society, as well as scenery, in every quarter of the world, are so generally admired, Mr. Bartlett added those higher qualities of mind and heart, which, to all who knew him, formed a bond of attachment which only strengthened with years. . . . The first stone of the monument to the late Mr. Daniel O'Connell, was lately laid by Sir

John Power, in Glasnevin cemetery, Dublin. There was no public display on the occasion. A monument has also been erected in Glasgow, to Mr. O'Connell. . . King Max, of Bavaria, has just granted an allowance of 500 florins, to be repeated next year, to Melchior Meyr, a young Bavarian poet. Meyr's "Duke Albrecht" has been represented with applause in seventeen chief towns of Germany, and his "Village Histories," published in the *Morgenblatt*, are very popular. The allowance is granted to enable him to employ his undivided energies in the composition of a poetic work of larger scope than he has yet published, and on which he has long been engaged. Herman Ling is another Bavarian poet who receives similar assistance from the King. The young German poets Geibel, Bodenstedt, and Paul Heyse, who have similar reason to thank his Majesty, are not Bavarians. . . Alexander von Humboldt celebrated his 86th birth day on the 14th of October. The illustrious philosopher is in the enjoyment of full bodily health and intellectual vigor, and continues, as heretofore, to devote himself with wonderful activity to the interests of science. . . From an account of Assyrian researches and discoveries in the last annual report of the Royal Asiatic Society, made by Colonel Rawlinson, we learn that the most recent, as well as the most important discovery, in an historical and geographical point of view, is that of another obelisk, in the south-east corner of the great mound of Nimrod, and erected by Shamasphul, the son of Shalambara, or Shalamchara, who raised the similar and well-known obelisk in the British Museum. The Colonel states that he has been down the river to Bassorah, whence he has shipped off several cases to the British Museum and Crystal Palace, by the Acbar Steam-frigate, which was sent up from Bombay for that purpose. A further very curious discovery made by Colonel Rawlinson is, that the employment of the Babylonian cuneiform writing was continued down at least so low as the time of the Macedonian dominion in Asia, the commencement of the third century B.C. . . A free library and museum is about to be established in Preston. . . An important discovery has recently been made in regard to a new material from which to make paper. . . This discovery is the "Everlasting paper (Gnaphalium). No such great results could, however, be properly expected from it unless this plant, the flower of which has only served hitherto to stuff beds, might be obtained without culture, and in unlimited quantities. Mr. Andrews has procured information which settles incontestably that the "Everlasting" is found abundantly every where over Canada and North America. . . It is designed to erect a monument at Quebec, to the memory of Generals Wolfe and Montcalm, and the gallant fellows who fell with them.

MELANCHOLY FATE OF SIR JOHN FRANKLIN.

The *Montreal Herald* of the 21st Oct., has the following:—In an extra of yesterday evening we informed the public that a rumor was current that the remains of Sir John Franklin and his crew, and their ships had been discovered. We immediately despatched a special messenger to the Hudson Bay Company's House at Lachine, and through the kindness of the Governor, Sir George Simpson, are enabled to lay before our readers the following outlines of a despatch received by him yesterday from Dr Rae, who has been absent on the coast since the first of the month of June, 1853, and returned to York factory on the 28th August last; from whence he forwarded letters by express to Sir George Simpson, via Red River settlement. After briefly noticing the result of his own expedition and the difficulties with which he had to contend, he proceeds to state that from the Esquimaux he had obtained certain information of the fate of Sir John Franklin, who had been starved to death, after the loss of their ships which were crushed in the ice, and while making their way south to Great Fish River, near the outlet of which a party of whites died, leaving accounts of their sufferings in the mutilated corpses of some which had evidently furnished food for their unfortunate companions. Although this information, is not derived from the Esquimaux who had communicated with the whites, and who had found their remains, but from another band who obtained the details from theirs, no doubt is left of the truth of the report, as the natives had in their possession various articles of European manufacture which had been in the possession of the whites. Among these are silver spoons, forks, &c., on one of which is engraved "Sir John Franklin, K. C. B.;" while others have crests on them, which identify the owner as having belonged to the ill-fated expedition. Drawings of some of them have been sent down. This fearful tragedy must have occurred as long ago as the spring of 1850.

EXTRAORDINARY EXPERIMENTS WITH THE ELECTRIC TELEGRAPH.—Some experiments have, within the past fortnight, been made at Portsmouth, with regard to this science, of a most important and remarkable character, and which would appear to open up and promise to lead to further triumphs in electricity equal in importance to any that have already been achieved.

The experiments in question were for the purpose of ascertaining the possibility of sending electric telegraph communications across a body of water without the aid of electric wires. The space selected for the experiments was the mill-dam (a piece of water forming a portion of the fortifications) at its widest part, where it is something near 500 feet across. The operating battery was placed on one side of the dam, and the corresponding dial on the other side. An electric wire from each was submerged on their respective sides of the water, and terminating in a plate constructed for the purpose, and several messages were accurately conveyed across the entire width of the mill-dam, with accuracy and instantaneous rapidity. The apparatus employed in the experiments is not pretended to be here explained in even a cursory manner; this is, of course, the exclusive secret of the inventor. But there is no doubt of the fact, that communications were actually sent a distance of nearly 500 feet through the water without the aid of wires, or other conductors, and that there appeared every possibility that this could be done as easily with regard to the British Channel as with the mill-dam. The inventor is a gentleman of great scientific attainments, residing in Edinburgh, and lays claim—and we believe with some justice—to being the original inventor of the electric telegraph; but from circumstances, he was unable to carry out the invention to his own advantage. The experiments at the mill-dam were of a strictly private character, although they were carried out by Captain Beatty and other engineering officers belonging to the garrison.

EXAMINATION OF COMMON SCHOOL TEACHERS.

NOTICE is hereby given, that a MEETING of the BOARD OF PUBLIC INSTRUCTION of the SECOND SCHOOL CIRCUIT, County of Peel, will be held at BRAMPTON, in the SCHOOL HOUSE, on TUESDAY the 14th day of NOVEMBER next, at 9 o'clock, A. M., for the EXAMINATION OF COMMON SCHOOL TEACHERS (for 1855.) All Candidates for License, previous to being admitted for examination, must furnish the Board with a certificate of good moral character, from the clergyman whose ministrations they attend. Teachers who hold First and Second Class Certificates of License will not be re-examined. But such Teachers, notwithstanding, are hereby required to present to the Board the above mentioned certificate of good moral character before that their Certificates of License can be extended beyond the present year. By order of the Board, JAMES PRINGLE, *Chairman*. Brampton, 23rd Oct., 1854.

EXAMINATION OF GRAMMAR SCHOOL MASTERS.

THE COMMITTEE of EXAMINERS of CANDIDATES for MASTERSHIPS of COUNTY GRAMMAR SCHOOLS in Upper Canada, having recently met to make the preliminary arrangements requisite for carrying into effect the provisions of the GRAMMAR SCHOOL ACT, as set forth in the 2nd clause of the 11th Section, have decided on holding their EXAMINATIONS for the present, quarterly,—on the FIRST MONDAY of JANUARY, APRIL, JULY, and OCTOBER, respectively, in the NORMAL SCHOOL BUILDINGS, commencing at THREE o'clock, P. M. THOS. J. ROBERTSON, Head Master, Normal School, U. C., *Chairman*. [N. B.—All Candidates are requested to send in their names to the Chairman of the Committee at least one week prior to the first day of examination.]

WANTS A SITUATION.—A SCHOOLMASTER who holds a First Class Certificate, would be glad to hear from any person requiring his services. His present engagement expires on the 1st January next. He is well acquainted with the common and most of the higher branches of an English Education, also with the French, Latin, and Greek languages. He has had several years experience in Teaching, and is well acquainted with the Normal method, both in theory and practice. Address X. Y. Z., Guelph P. O. Nov. 1854.

A SCHOOL WANTED by a MAN whose engagement terminates in December. He has had several years experience in School Teaching, and at present holds a First Class Certificate from the Board of Instruction for the United Counties of York, Ontario and Peel, and can produce a certificate from the Trustees of each School Section in which he has taught. Apply by letter (pre-paid), stating salary, to W. M. BUTTONVILLE, P. O. Markham. November, 1854.

A YOUNG MAN of steady habits who holds a First Class Certificate for the Counties of York and Peel and whose engagements terminate about the first of January, wants a School. Apply by letter, (post paid), stating salary, to T. M'KEE, Holland Landing, P. O. October, 17, 1854.

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

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