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TORONTO, MAY, 1848.

No. 5.

ON THE INSPECTION OF COMMON SCHOOLS.

EDUCATION OFFICE, *Toronto*, 27th April, 1848.

SIR :

On the all-important subject of School Inspection, I am anxious to furnish to District Superintendents and Visitors of Common Schools the best suggestions.

As you have for many years been an Inspector of Schools in Ireland, and subsequently the Head-Inspector of the Inspectors themselves, I should be glad to be favoured, for insertion in the *Journal of Education*, with any observations which you may think proper to make on the Inspection of Schools.

I have the honour to be, SIR,

Your obedient Servant,

E. RYERSON.

T. J. ROBERTSON, ESQUIRE,

Head-Master of the Normal School for Upper Canada.

NORMAL SCHOOL, *Toronto*, May 7th, 1848.

SIR :

In accordance with the request contained in your note of the 27th ult., I proceed to offer a few observations, dictated by long experience, on the necessity and nature of School Inspection, and the best method of exercising it.

Among the various important subjects of consideration occupying the attention of the civilized portion of mankind, during the last quarter of a century, few have attained a greater pre-eminence in public estimation than national education, and the fact that so many enlightened governments and able and learned individuals have directed their attention to it, has necessarily rendered it a subject of deep and serious contemplation to every one anxious for the welfare of the State or the future prospects of his family.

The connexion of popular education with the government of the state, and the advantages to be derived in a free country from rendering it an object of state policy and a question to be dealt with by a representative legislature,

present it to our thoughts in a variety of novel phases, and introduce us to the consideration of various details, that would otherwise have scarcely entered into our calculations. Among these are the nature and necessity of inspection or superintendence, and the best mode of exercising it.

The legitimate end of school inspection is to obtain the most thorough information possible on all points connected with the school, and, though local circumstances may occasionally limit and modify the species and amount of the information required, yet, as the essential quality of a school is the instruction of the pupils in the different departments of education, the first and principal point in the inspection of schools is a careful enquiry into the amount and quality of that instruction. In addition to this, there is a variety of other matters to be attended to. All the statistics of the school should be carefully examined into, such as the number of pupils on the books at the date of inspection, the highest number belonging to the school during the previous six months, the average attendance during that period or since the foregoing visit, the numbers learning the different branches, the rates and amount of payment, if a pay school, &c. The state of the house and furniture also should be looked to, particularly with reference to repair and neatness, the supply of requisites and school apparatus noted, and the deficiencies accurately ascertained; and the description of books in use by the children examined, in order to prevent the introduction of any of an improper character, and to encourage a sufficient supply of those best adapted to the purpose. Too much pains also cannot be bestowed on the character and qualifications of the Teacher; these matters were of course attended to before his appointment; still, at every visit of a Superintendent, they should be taken note of, as a Teacher may fall into habits of immorality or neglect highly prejudicial to his school, or may omit to use the requisite exertion for his own improvement. A Superintendent should also watch closely the demeanour and bearing of the pupils in the school, with the view of ascertaining the mode of control adopted by the Teacher, whether it is merely harshness, with its attendant slavish fear and sullen submission, or good-humoured firmness, with its concomitant, willing obedience. Such particulars will aid him in forming a just estimate of the attention paid to the moral training of the pupils, for which purpose he should also see them at their sports, if possible.

Such are the chief points of enquiry in the discharge of the duty of a local Superintendent.

Of the necessity of a careful inspection of schools established by the State for the education of the people, no reasonable doubt can be entertained, were it only on the ground that the conduct of all who receive the public money should be in some shape or other open to superintendence. It is impossible to conceive the great mass of the actual instruments of such education, I mean the Teachers of Common or National Schools, to be placed in a position, in which they would not be materially benefited by such supervision. No one will deny, that among so many individuals discharging comparatively subordinate though honourable duties, there must be some for whom a system of surveillance is necessary; while even the best can scarcely be supposed so highly qualified, as not occasionally to require the advice and instruction of those, whose superior acquirements and experience have rendered them competent to afford such assistance. Besides, in all extended systems, whether applied to education or not, the experience of the world has uniformly proved the necessity of some

such machinery, and instances can be quoted in the history of state education, where unexpected enquiry has revealed gross neglect of duty, to say the least, even among those whose social position alone might be considered a guarantee for honesty of action.

The most important subject of consideration, however, is the method of inspecting.

Although local circumstances or official requirements may limit the duties of a Superintendent, and direct his attention to particular details to the exclusion of others, yet, speaking in general terms, as regards schools established and supported by public funds for the education of the people, a careful and accurate enquiry into the literary progress of the scholars is so essential, that I look upon inspection without it as a farce, I conceive it becomes highly important to ascertain the most advantageous method of conducting such enquiry. This method can, I think, be pointed out in a few words;—the Superintendent, at each visit, should examine all the classes in every department of education in which they may be receiving instruction. Of these examinations he should keep careful notes to enable him to compare the result of each with that of the preceding.

These notes should have reference to all the details connected with the school, but more especially to the number of pupils engaged in the different branches of study, and their proficiency in each. By this means the Superintendent will be enabled to form a tolerably accurate estimate of the progress of the school in all essential particulars.

In forming such an estimate, however, various particulars should be taken into account—such as the general backwardness or otherwise of the locality, the previous habits of the children, and above all, the regularity or irregularity of the attendance; all of which have a direct influence on the advancement of the school. Perhaps the most active of these is the nature of the attendance, and a few observations thereon may not be deemed irrelevant.

There are very many circumstances materially affecting the attendance of pupils at Common Schools. In some places the labor of the children is so valuable on the farm or in the house, that they cannot be spared; occasionally insufficient clothing is the alleged excuse; but in most instances the real cause is the apathy of the parents, which is such as to render them altogether indifferent to the subject. This is unhappily too frequently the case. In all the grades of life, persons are to be found ready to overlook or neglect the importance of those details which do not appear to affect their interests immediately. Many otherwise sufficiently enlightened, fancy themselves altogether uninterested in the measures adopted for the moral and intellectual culture of the youth of both sexes of their fellow-countrymen, because perhaps they chance to be without children, or in a position not likely to render them direct participators in the operation of such measures, forgetting altogether that few public measures have a more specific and powerful influence on the well-being of society than the nature and extent of national education; and such persons strenuously object to undergoing trouble or difficulty in the cause, on the ground that it does not immediately affect themselves, though they do not refuse to aid in the support of numerous other public arrangements equally indirect in their application, but which happen to be more familiar.

A very petty example of a similar line of conduct is afforded by numerous

uneducated parents, who, conceiving that they have been tolerably successful without education, cannot be persuaded of the advantages to be derived by their children from that inestimable gift; and this feeling is usually the immediate cause of that irregularity of attendance, which so frequently obstructs the progress of rural schools, and renders it so difficult for an Inspector to form a just estimate of that progress.

It will often occur, that, of twelve children present in a certain class at one examination, only one-third will be found at the following, though the class may be greatly increased in numbers. Under such circumstances, of course, a Superintendent can form little or no judgment of the improvement of that class, the majority being pupils whom he has not before examined; and he will have to consult the records of the school to ascertain the number on whose answering he may depend to enable him to form a comparative estimate. Indeed it will be found useful in every instance, before commencing the examination of a class, to scrutinize the roll and observe how far the different individuals of the class have attended regularly or otherwise. If the Superintendent do not possess some information on this point, he can scarcely fail to do injustice to the Teacher, who is accountable for the improvement of the scholars, but whose efforts must necessarily be materially impeded by the irregularity alluded to. It is the more requisite also to attend to this particular, as inefficient or careless Teachers perpetually quote the defect in question as a cause for the backwardness of their pupils.

In conducting the literary examination, great care and attention are requisite. A mere series of questions on the particular subject under consideration is by no means all that is necessary. The duty of a Superintendent of Schools is not merely to ascertain the acquirements and improvement of the pupils, but to afford information to the Teacher on every point connected with the management of his school; and one of the most important of these points is the mode of teaching. Presuming therefore, that in schools supported by public funds, a uniform system is recommended, and on experience of its efficacy, finally adopted, that system, whatever it may be, the Superintendent should exemplify in his examination of each class. In this way his visits can be made far more essentially useful than they would be, were his efforts limited exclusively to the collection of such information as would enable him to furnish the desired report. He can, in many instances, aid the Teacher in supplying the defects arising from want of training. This may be made peculiarly useful to those who, from age, insufficient pecuniary resources, or other causes, are unable to attend a Normal School.

And here I may mention the two particulars on which the well-being of a school may be said chiefly to depend, and which should consequently claim special attention from the Superintendent; they are, mechanical and intellectual training. In the former are included all the various details of discipline, the classification of the pupils, a careful division of time for each object of study, regularity in passing to and from the desks, mode of standing when engaged in any lesson, particularly the due inculcation of habits of neatness and order, &c. Intellectual training enables the Teacher to address himself to and educate all the faculties of the mind, instead of depending altogether on the memory. It is exercised to most advantage in classes, and the great secret then is, to awaken and keep alive attention, which may easily be effected

by a spirited energetic method and unvarying good temper on the part of the Teacher. Whenever such a mode of teaching by lecture is adopted, each individual of a large class, will be found to learn more speedily and with greater ease to himself, than he would alone.

To all these points the attention of the Superintendent should be carefully directed. Besides examining the classes himself, he should require the Teacher to give instruction in his presence, with the view of being enabled to form a satisfactory estimate of his efficiency, he should endeavour to make each visit a source of gratification to the pupils, and in general require the school during his inspection to go as nearly as possible through its usual daily course. For this purpose he should call out each class himself, observe how far the pupils adhere to the required discipline and show themselves familiar with it from constant practice, coming out from their seats without confusion, and arranging themselves in their accustomed places with regularity and precision. He should ascertain by personal examination, not merely the literary progress of the classes, but how far that progress has been produced by the adoption of the proposed system. He should be careful to do all this without entertaining, and above all, without exhibiting, any suspicion of the Teacher's efficiency. Certainly the mere fact of the necessity of inspection on the one hand infers the possibility of neglect on the other; but it would be most ungracious and unfair to proceed at once, as if impressed with the conviction that such neglect existed.

All this can be effected by the exercise of good humoured kindness, coupled with firmness and tact; indeed I know no qualifications more essentially necessary for a Superintendent of Schools than these. I have known Inspectors, partly from natural temperament, partly from a mistaken desire to discharge their duty strictly, exhibit so much harshness in the course of their visits, as absolutely to terrify both scholars and Teacher, and consequently in the end to leave the school with a most unfavourable impression of its merits. This is in every sense unjust and unwise, and should be most carefully avoided. The Teacher should invariably be treated with courtesy and respect, particularly in presence of his scholars, and whenever a Superintendent may deem it necessary to find fault, it should always be in private, and with kindness as well as firmness; any other course will lessen the Teacher's authority and consequently impede his utility. Besides being a public servant, the Teacher, as well as the Superintendent, is an officer appointed by law to administer the system under which they both act, and no difference of official rank should for an instant be admitted as an excuse for a harsh and overbearing exercise of authority.

In addition to his actual duties in the school, as above alluded to, a Superintendent should endeavour to make himself acquainted with the feeling of the neighbourhood on the subject of education, with the view of removing prejudice, supporting the authority of the Teacher where necessary, and obtaining such local information as will enable him to afford valuable advice and suggestions on the occurrence of occasional difficulties. The more kindly feeling a Superintendent exhibits towards the Teachers and pupils in his district, and the more anxious he shows himself for their welfare, the more efficient and valuable will his services be, provided of course that he is in other respects competent.

In the arrangement of a system of school inspection, there are two material points deserving of consideration ; one is, the number of inspections that should be given in each year, and the other, the propriety of giving previous notice of each visit. On both these, but little deliberation is requisite to enable any one of sufficient experience to arrive at a correct conclusion.

State educational establishments have, I believe, in general commenced with only one inspection in the year. I witnessed the experiment for a period of six years, and have no hesitation in pronouncing it a failure. It may produce certain requisite statistical returns, but is comparatively worthless in the grand objects of affording encouragement to the Teachers and Pupils, and examining sufficiently into the nature and extent of their literary progress : besides, if the system to be acted on be of a nature to require a strict adherence to certain rules, a merely annual inspection must be clearly ineffective in enforcing it. For these purposes fewer than four inspections each year will be found insufficient. I speak with reference exclusively to the superintendence of the appointed officers, and without consideration of the visits of individuals or committees in the neighbourhood locally interested. Such, doubtless, should always be encouraged, provided they do not afford opportunity for undue interference on the part of ignorant or inexperienced persons. The ability to discuss with advantage, and judge with sagacity, of the efficiency of systems of teaching and the organization of schools, requires considerable experience, and no system, whether applied to education or anything else, can be carried out successfully, when unqualified persons attempt to overrule and control it. Let it be satisfactorily shown to be advantageous to the community, and then vigorously worked.

With reference to the other point, the expediency of giving previous notice. I have no hesitation in stating my conviction, that such a practice must, to a certain extent, defeat some of the objects of inspection : one of which confessedly is to see the school in its every day working order, otherwise the inspector is deceived, and a false impression produced on his mind. It is scarcely possible for the best Teacher, if informed of the intended visit of the Superintendent, to avoid preparing for it, and the more carefully in proportion to his anxiety to produce a satisfactory result. He has the school-room cleaned up, the children warned to attend punctually, and their personal appearance specially looked to. He also sends round to collect all his scholars, and thus the school is exhibited under the aspect it may be made to assume by undue preparation for a particular purpose, but which may be, and usually is, very different from its general condition ; and the Teacher unconsciously injures himself by introducing among his classes a number of children, belonging doubtlessly to the school, but who, having attended irregularly, and been called in only for that particular day, are unable to answer with the requisite precision. Moreover, such a mode is apt to foster a system of general slovenliness by affording opportunities for preparation on show days, and also offers to ill inclined Teachers great facilities for deception. Nor can any Teacher justly complain that by not receiving previous notice he is defrauded of the means of exhibiting his school to the best advantage ; the true test of the superiority of his school undoubtedly being its fitness for inspection at any moment. Moreover, Teachers should recollect, that the object of such inspection is not to afford them opportunities for display, but to procure satisfactory evidence as to the

real state of the schools for those appointed to administer for the public benefit the funds allocated by the state for the education of the people.

I am aware that the mode of inspection now described in general terms would occupy considerable time ; in fact, a well-organized school of fifty children cannot be satisfactorily examined under two hours and a half ; and one of a similar size, but undisciplined and under a Teacher unaccustomed to improved methods of teaching, would require a much longer space, from the necessity of affording to such a Teacher the requisite information and instruction. But I have spoken throughout with reference to inspection in general, without limitation to any particular country, and under the conviction that the important and onerous duties of school inspection in a large district are sufficient to occupy the time and engross the attention as thoroughly as can possibly be the case in any other profession.

I have purposely avoided touching on the official details connected with inspection, such as the nature of Superintendents' Reports, the mode of making them most effectively useful, &c., as these are extraneous matters which must depend altogether on the arrangement of the system. I have also omitted to advert to the duties of Superintendents with reference to religious instruction, notwithstanding its extreme importance, as such duties must, from the nature of the subject, be regulated by different considerations.

I have endeavoured to render the foregoing observations as practical as possible ; they are the result of many years' experience in the duties of actual inspection, in the management of a department having charge of all the details connected with the subject, and finally in the capacity of Chief Inspector, in which it was part of my duty to report and direct the mode in which the local Superintendents discharged their duty.

I have the honour to be, Sir,
Your very obedient Servant,

THOS. J. ROBERTSON,
Head Master Provincial Normal School, Toronto.

THE REV. EGERTON RYERSON, D. D.,
Chief Superintendent of Schools, U. C.

LIBRARIES—STUDY—MEANS AND AIDS TO SELF-EDUCATION.

To the important truths in the following Essay, we earnestly invite the attention of our readers. The writer, enthusiastically beloved in his native land, was a man of generous impulses and of ardent views. A marked exception to that chilling, general fact, that "a prophet is not without honour save in his own country ;" he was one of the leading, guiding spirits of his countrymen. His career was short, but brilliant ; and never was a tribute of affection and esteem so touchingly paid to the memory of a noble and virtuous man as that which marked the last sad obsequies of this gifted writer—THOS. OSBORNE DAVIS. Peers, distinguished commoners, and the cloistered scholars of the University of his native city, gathered around his mournful bier, and followed the remains of their gentle brother to his final resting place, *Mount Jerome*, Dublin.

In order to adapt it more especially to our own country, and to direct attention more fixedly to the general and earnest truths which it contains, we have thought it necessary to make a few slight verbal alterations :—

I. LIBRARIES AND STUDY.

Beside a library, how poor are all the other greatest deeds of man—his constitution, brigade, factory, man-of-war—cathedral—how poor are all miracles in comparison ! Look at that wall of motley calf-skin, open those slips of inked rags—who would fancy them as valuable as the rows of stamped cloth in a warehouse ? Yet Aladdin's lamp was a child's kaliedoscope in comparison. There the thoughts and deeds of the most efficient men during the three thousand years are accumulated, and every one who will learn a few conventional signs—24 (magic) letters—can pass at pleasure from Plato to Napoleon, from the Argonauts to the Affghans, from the woven mathematics of La Place to the mythology of Egypt and the lyrics of Burns. Young reader ! pause steadily, and look at this fact till it blaze before you ; look till your imagination summon up even the few acts and thoughts named in the last sentence ; and when these visions—from the Greek pirate to the shepherd Scotchman—have begun to dim, solemnly resolve to use these glorious opportunities, as one whose breast has been sobbing at the far sight of a mountain, resolve to climb it, and already strains and exults in his purposed toil.

Throughout the country, at this moment, thousands are consulting how to obtain and use books. We feel painfully anxious that this noble purpose should be well directed. It is possible that these sanguine young men, who are wildly pressing for knowledge may grow weary or be misled—to their own and our country's injury. We intend, therefore, to put down a few hints and warnings for them. Unless they, themselves, ponder and discuss these hints and warnings, they they will be useless, nay, worse than useless.

On the selection and purchase of books, it is hard to say what is useful without going into detail. Carlyle says that a library is the true University of our days, where every sort of knowledge is brought together to be studied ; but the student needs guides in the library as much as in the University. He does not need rules nor rulers ; but light and classification. Let a boy loose in a library, and if he have years of leisure and a creative spirit he will come out a master mind. If he have the leisure without the original spring he will become a book-worm—a useful help, perhaps, to his neighbours, but himself a very feeble and poor creature. For one man who gains weapons from idle reading, we know twenty who lose their simplicity without getting strength, and purchase cold recollections of other men's thoughts by the sacrifice of nature.

Just as men are bewildered and lost from want of guides in a large library, so are others from an equal want of direction in the purchase of a small one. We know from bitter experience how much money it costs a young man to get a sufficient library. Still more hard should we think it for a club of young men or teachers to do so. But worse than the loss of money are the weariness from reading dull and shallow books, the corruption from reading vicious, extravagant and confused books, and the waste of time and patience from reading idle and impertinent books. The remedy is not by saying 'this book you shall read, and this other you shall not read under penalty ;' but by inducing

students to regard their self-education solemnly, by giving them information on the classification of books, and by setting them to judge authors vigorously and for themselves.

Booksellers, especially in small towns, exercise no small influence in the choice of books—yet they are generally unfit to do so. They are like agents for the sale of patent medicines—knowing the prices but not the ingredients, nor the comparative worth of their goods, yet puffing them for the commission sake.

If some competent person would write a book on books, he would do the world a great favour; but he had need to be a man of caution, above political bias, or personal motive, and indifferent to the outcries of party. Todd's 'Student's Manual,' Vericour's 'Modern French Literature,' and the like, are rather childish affairs, though better than nothing. McCullough's 'Rise and Study of History' is, on its peculiar subject, a book of much value. Men will differ in judging the style; but it honestly, learnedly, and in a suggestive, candid way examines the great histories from Herodotus down. We wish to see it more generally in the people's hands. Occasionally one meets in a Review a comprehensive and just estimate of the authorities on some subject; but most of these periodicals are written for some party or interested purpose, and are not trustworthy. Hallam's 'Literature of Europe,' Sismondi and Schlegel are guides of the highest value in the formation of a large library, but we fear their general use in this country is remote.

One of the first mistakes a young, ardent student falls into is, that he can master all knowledge. The desire for universal attainment is natural and glorious; but he, who feels it, is in danger of hurrying over a multitude of books, and confusing himself into the belief that he is about to know everything because he has skimmed many things.

Another evil is apt to grow out of this. A young man who gets a name for a great variety of knowledge is often ashamed to appear ignorant of what he does not know. He is appealed to as an authority, and instead of manfully and wisely avowing his ignorance, he harangues from the title-page, or skilfully parades the opinions of other men as if they were his own observations.

Looking through books in order to talk of them is one of the worst and commonest of vices. It is an acted lie, a device to conceal laziness and ignorance, or to compensate for wit; a stupid device too, for it is soon found out, the employer of it gets the character of being a literary cheat, he is thought a pretender, even when well-informed, and a plagiarist when most original.

Reading to consume time is an honest but weak employment. It is a positive disease with multitudes of people; they crouch in corners, going over novels and biographies at the rate of two volumes a-day, when they would have been far better employed in digging or playing shuttlecock. Still it is hard to distinguish between this long-looking through books and the voracity of a curious and powerful mind gathering stores which it will afterwards arrange and use. Indeed, the highest reading of all (what we may name epic reading) is of this class. When we are youngest and heartiest we read thus. The fate and passions of men are all in all to us; for we are then true-lovers—candidates for laurel crowns, assured Liberators and conquerors of the earth, rivals of archangels perchance in our dreams. We never pause then upon the artistic excellence of a book, we never try to look at and realize the scenery

or sounds described (if the author make them clear, well and good—if not, no matter)—we hurry on to the end of the shipwreck, or the battle, the courtship, or the journey, palpitating for one hero's fate. This, we repeat, is the highest kind of reading.

This sort of reading is most common in human narrative.

Earnest readers of science read their books at first as ordinary people do their histories, or novels—for the plot.

Some of us can recollect the zealous rush through a fresh book on mathematics or chemistry to know the subtle scheme of reasoning, or understand the just unveiled secrets of nature—as we read 'Sinbad the Sailor' or 'Mungo Park's Travels.'

But most readers of science read in order to use it. They try to acquire command over each part for convenience sake, and not from curiosity or love. All men who persevere in science do this latter mainly; but all of them retain or acquire the epic spirit in reading, and we have seen a dry lawyer swallow a stiff treatise, not thinking of its use in his arguments, but its intrinsic beauty of system and accuracy of logic.

He who seeks to make much use, too, of narrative literature (be it novel, poem, drama, history, or travel) must learn scientific, as well as epic, reading.

He need not formally criticise and review every book, still less need he pause on every sentence and word till the full meaning of it stands before him.

But he must often do this. He must analyse as well as enjoy. He must consider the elements as well as the argument of a book just as, long dwelling on a landscape, he will begin to know the trees and rocks, the sun-flooded hollow, and the cloud-crowned top which go to make the scene—or, to use a more illustrative thought—as one, long listening to the noise on a summer day, comes to separate and mark the bleat of the lamb, the hoarse caw of the crow, the song of the thrush, the buzz of the bee, and the tinkle of the brook.

Doing this *deliberately* is an evil to the mind whether the subject be nature or books. The evil is not because the act is one of analysis, though that has been said. It is a proof of higher power to combine new ideas out of what is before you, or to notice combinations not at first obvious, than to distinguish and separate. The latter tends to logic, which is our humblest exercise of mind, the former to creation which is our highest. Yet, analysis is not an unhealthy act of mind, nor is the process we have described always analytical.

The evil of deliberate criticism is, that it generates scepticism. Of course we do not mean religious, but general scepticism. The process goes on till one sees only stratification in the slope, gases in the stream, cunning tissues in the face, associations in the mind, and an astronomical machine in the sky. A more miserable state of soul no mortal ever suffered than this. But an earnest man, living and loving vigorously, is in little danger of this condition, nor does it last long with any man of strong character.

Another evil, confined chiefly to men who write or talk for effect, is that they become spies (as Emerson calls them) on Nature. They do not wonder at love, or hate what they see. All books and men are arsenals to be used, or, more properly stores to be plundered by them. But their punishment is sharp. They love insight into the godlier qualities, they love the sight of sympathy, and become conscious actors of a poor farce.

Happy is he who judges and knows books, and nature, and men, (himself included,) spontaneously or from early training—whose feelings are assessors with his intellect, and who is thoroughly in earnest. An actor or a spy is weak as well as wretched; yet it may be needful for him who was blinded by the low principles, the tasteless rules, and the stupid habits of his family and teachers, to face this danger, deliberately to analyze his own and others' nature, deliberately to study how faculties are acquired and results produced, and thus cure himself of blindness, and deafness, and dumbness, and become a man observant and skilful. He will suffer much, and run great danger, but if he go through this faithfully, and then fling himself into action and undertake responsibility, he shall be great and happy.

II. MEANS AND AIDS TO SELF-EDUCATION.

“What good were it for me to manufacture perfect iron, while my own breast is full of dross? What would it stead me to put properties of land in order while I am at variance with myself? To speak it in a word; the cultivation of my individual self, here as I am, has, from my youth upwards, been constantly though dimly my wish and my purpose.

“Men are so inclined to content themselves with what is commonest; the spirit and the senses so easily grow dead to the impressions of the beautiful and perfect; that every one should study to nourish in his mind the faculty of feeling these things by every method in his power. For no man can bear to be entirely deprived of such enjoyments; it is only because they are not used to taste of what is excellent, that the generality of people take delight in silly and insipid things, provided they be new. For this reason, he would add, ‘one ought every day at least to hear a little song, read a good poem, see a fine picture, and, if it were possible, to speak a few reasonable words.’”—*Goethe.*

We have often been asked by certain of the local popular Societies of the day to give them advice on *Self-Education*. Lately we promised one of these bodies to write some hints, as to how the members of it could use their association for their mental improvement.

We said, and say again, that these Societies can be made use of by the people for their instruction as well as pleasure. Assemblies of any kind are not the *best* places either for study or invention. Home or solitude are better—home is the great teacher. In domestic business we learn mechanical skill, the nature of those material bodies with which we have most to deal in life—we learn labour by example and by kindly precepts—we learn (in a prudent home) decorum, cleanliness, order—in a virtuous home we learn more than these, we learn reverence for the old, affection without passion, truth, piety, and justice. These are the greatest things man can know. Home (we use the term in its social sense) is the great teacher; and its teaching passes down in honest homes from generation to generation, and neither the generation that gives nor the generation that takes it, lays down plans for bringing it to pass.

Again, to come to designed learning. We learn arts and professions by apprenticeships, that is, much after the fashion we learned walking or stitching, or fire-making, or love-making at home—by example, precept, and practice combined. Apprentices at anything, from ditching, basket-work, or watch-making, to merchant-trading, legislation, or surgery, submit either to a nominal or an actual apprenticeship. They see other men do these things, they desire to do the same, and they learn to do so by watching *how* and *where*, and asking, or guessing *why* each part of the business is done; and as fast as they know or are supposed to know, any one part, whether it be sloping the ditch,

or totting the accounts, or dressing the limb, they begin to do that, and, being directed when they fail, they learn at last to do it well, and are thereby prepared to attempt some other or harder part of the business.

Thus it is by experience—or trying to do, and often doing a thing—combined with teaching, or seeing, and being told how and why other people, more experienced, do that thing, that most of the practical business of life is learned.

In some trades formal apprenticeship and planned teaching exist as little as in ordinary home-teaching. Few men are, of set purpose, taught to dig ; and just as few are taught to legislate.

Where formal teaching is usual, as in what are called learned professions, and in delicate trades, fewer men know anything of these businesses. Those who learn them at all, do so exactly and fully, but commonly practise them in a formal and technical way, and invent and improve them little. In those occupations which most men take up casually—as book-writing, digging, singing, and legislation, and the like—there is much less exact knowledge, less form, more originality and progress, and more of the public know something about them in an unprofessional way.

The Caste system of India, Egypt, and Ancient Ireland, carried out the formal apprenticeship plan to its full extent. Canada and the United States of America have very little of it. Modern Europe is between the two, as she has in most things abolished caste or hereditary professions, but has, in many things retained exact apprenticeships.

Marriage, and the bringing up of children, the employment of dependants, travel, and daily sights, and society, are our chief teachers of morals, sentiment, taste, prudence, and manners. Mechanical and literary skill of all sorts, and most accomplishments, are usually picked up in this same way.

We have said all this, lest our less-instructed readers should fall into a mistake common to all beginners in study, that books, and schooling, and lectures, are the chief teachers in life ; whereas most of the things we learn here are learned from the experience of home, and of the practical parts of our trades and amusements.

We pray our humbler friends to think long and often on this.

But let them not suppose we undervalue, or wish them to neglect other kinds of teaching ; on the contrary, they should mark how much the influences of home, and business, and society, are affected by the quantity and sort of their scholarship.

Home life is obviously enough affected by education. Where the parents read and write, the children learn to do so too, early in life, and with little trouble ; where they know something of their religious creed, they give its rights a higher meaning than mere forms ; where they know the history of the country well, every field, every old tower, or arch is a subject of amusement, of fine old stories, and fine young hopes ; where they know the nature of other people and countries, their own country and people become texts to be commented on, and likewise supply a living comment on those peculiarities of which they have read.

Again, where the members of a family can read aloud, or play, or sing, they have a well of pleasant thoughts and good feelings, which can hardly be dried or frozen up ; and so of other things.

And in the trades and professions of life, to study in books the objects, customs, and rules of that trade or profession to which you are going saves time, enables you to improve your practice of it, and makes you less dependent on the teaching of other practitioners, who are often interested in delaying you.

In these, and a thousand ways besides, study and science produce the best effects upon the practical parts of life.

Besides, the *first* business of life is the improvement of one's own heart and mind. The study of the thoughts and deeds of great men, the laws of human, and animal, and vegetable, and lifeless nature, the principles of fine and mechanical arts, and of morals, society, and religion—all directly give us nobler and greater desires, more wide and generous judgments, and more refined pleasures.

Learning in this latter sense may be got either at home, or at school, by solitary study, or in associations. Home *learning* depends, of course, on the knowledge, good sense, and leisure of the parents. The German Jean Paul, the American Emerson, and others of an inferior sort, have written deep and fruitful truths on bringing up, and teaching at home. Yet, considering its importance, it has not been sufficiently studied. Upon schools much has been written. Almost all the private schools in this country are defective. They merely cram the memories of pupils with facts or words, without developing their judgment, taste, or invention, or teaching them the *application* of any knowledge. Besides, the things taught are commonly those least worth learning. This is especially true of the middle and richer classes. Instead of being taught the nature, products, and history, first of their own, and then of other countries, they are buried in classical frivolities, languages which they never master, and manners and races which they cannot appreciate. Instead of being disciplined to think exactly, to speak and write accurately, they are crammed with rules, and taught to repeat forms by rote. * * * *

We do not regret having wandered from our professed subject, as if treated exclusively, it might lead men into errors which no afterthought could cure.

What we chiefly desire is, to set the people on making out plans for their own and their children's education. Thinking cannot be done by deputy—they must think for themselves.

NORMAL SCHOOL EXAMINATION.

NOTICES FROM THE TORONTO PRESS.

As intimated in our last, we were obliged to defer an extended account of the very gratifying Examination of the Students in the NORMAL SCHOOL until this number. We have now much pleasure in giving an account of that Examination in the words of those of the City Editors who attended. The spontaneous testimony of these gentlemen to the great public importance and advantages of this invaluable Institution must be considered as impartial and conclusive—founded as it was upon personal observation, and a deep conviction of its truth, and from having witnessed the clear and satisfactory evidence of the great proficiency

manifested by the Students in the several important and practical subjects connected with their profession to which their attention had been directed during the First Session of the Normal School.

From The Church.

We were prevented by indisposition from attending the Examination of this Institution on Thursday last. The following favourable notice from the *Patriot* will fully supply the defect of our own personal information. We may mention, however, that we have heard an opinion expressed by a gentleman of experience in tuition, that the practice of simultaneous answering,—that is, of the whole class replying at the same time to each question,—is unpleasant to the ear, and does not appear to be the most advantageous way of displaying the attainments of the Pupils. It has been found useful, we believe, and very successful in teaching; but it is questionable, we think, whether it be equally suitable for public examination. Perhaps the Pupils, without much difficulty or danger of confusion, might be trained to answer in both ways—separately as well as collectively.* The abilities and exertions of the Masters are everywhere spoken of in terms of high commendation:—

(From the Patriot.)

“The Examination of the Students of this Establishment took place yesterday, pursuant to notice. Among the spectators we observed his Lordship the Bishop, the Hon. Robert Baldwin, the Principal of Upper Canada College, and several others. Several ladies were also present. The examinations lasted not less than five hours, and were conducted (music excepted) by Messrs. Robertson and Hind. They embraced the different departments of Grammar, with the Elements of Logic; Arithmetic; the three first books of Euclid, and Algebra as far as Quadratic Equations; Geography; Sacred History; the outlines

* In explanation, we beg to remark, that “the practice of simultaneous answering” at the Examination, was inadvertently permitted in one or two instances, owing to the extreme eagerness of the Students to answer the questions proposed by the Master. It will not occur at future examinations.

of History generally; Mechanics; Heat and Electricity, and Agricultural Chemistry.

“We have no hesitation in saying that the advancement of the Pupils entitles both Masters and Scholars to the *most unqualified praise*. When we remember that the great majority of the Students were nearly totally ignorant of all the above departments of knowledge, and that at the commencement of the Session last November so many difficulties had to be overcome, it must be admitted that the amount of knowledge which the Pupils manifested in such a clear, ready and satisfactory manner, could not have been acquired without the greatest diligence on the part of the learners, and the utmost assiduity, perseverance, method, and knowledge of the subjects on the part of the Teachers.

“A large proportion of the Pupils entered after the 1st of January, several in February, and some only in the last two months. Although it would be absurd to say that these young men are finished scholars, we consider that they have attained to a point from which those who possess any industry and desire for knowledge must advance; they *cannot stand still*. If a class of the kind could be kept steadily at work for three Sessions, or even two, a set of men would soon be diffused over the Province, who would elevate the tone of education among the lower classes, without destroying the industrial character which is so essential to their well-being. It would do good also to the higher classes, by giving a juster idea of the value of education; and we confidently believe that it would in this way advance the interests of both Upper Canada College and the University.

“After the examinations, Mr. Wilson read an Address on behalf of his fellow-Students and himself to Mr. Robertson, and Mr. Hind, expressive of the great satisfaction these gentlemen had given, both by their teaching and general demeanour—and containing a well-deserved compliment and expression of gratitude to Dr.

Ryerson, and the Board in general. Mr. Robertson replied for himself and Mr. Hind in an extempore speech, in fluent and well-expressed language. The address was the more complimentary, because neither Mr. Robertson nor Mr. Hind had the least idea that such a matter was in contemplation. Dr. Ryerson followed with a few appropriate remarks.

"After this, a slight examination in the principles of Music took place upon Hullah's plan, which was equally satisfactory, considering the very limited period during which this interesting study had been pursued. Mr. Clarke, Bac. Mus. has been unremitting in his management of this department."

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From the Christian Guardian.

On Thursday last, according to previous notice, the First Public Examination of the Students attending the Normal School took place in the building appropriated to the use of the School.

A goodly number of visitors was present, the most distinguished of whom appeared upon the platform. We observed, in addition to the Chief Superintendent of Schools and the Professors, Bishop Strachan, Dr. Burns, the Rev. Messrs. Barclay, Jennings, Grasset, Evans, Wood, Scadding, Carroll, and Ripley; the Hon. R. Baldwin, Hon. J. Elmsley, Dr. O'Brien; H. Scobie, F. Neale, and J. S. Howard, Esqrs.; also the City and District Superintendents, &c. &c.

* * * * *

The Examination continued for five hours; and but one opinion has been expressed, so far as we have heard, in relation to it. It would be difficult, indeed, to award either to Professors or Pupils a greater degree of praise than that which the Examination proved they merited.

The method adopted by Mr. Robertson and Mr. Hind of imparting instruction is of the most approved kind, and is best calculated to make the scholar readily acquainted with the subjects studied. These gentlemen, while examining the Students, gave evidence of their ability to discharge their important duties, evincing not only that they possessed the necessary knowledge—but what is sometimes much more

rare—a facility for readily imparting that knowledge to others.

We rejoiced to think that a new order of Teachers was thus being trained up to fill our schools with credit; and we could not but look forward to the time—and that not a distant one—when every School-house in the land will be supplied with a suitable Teacher—and those who have usurped the office of Teacher, and who have been almost as much injury as benefit, shall be forced to retire from a profession for which they were never designed by Nature nor qualified by education.

Already are the advantages of the system of Education introduced by the Chief Superintendent developing themselves in such a manner as to afford the highest gratification to the friends of Education in the country. And if but a short time be granted for the perfection of the system, we shall soon witness results in Canada such as will satisfy the most doubtful, silence the most virulent, and challenge the respect and admiration of all.

Subsequent to the Examination, an Address was presented by the Students to the Head-Master and the Professor of Chemistry, in which Dr. Ryerson and the Board were spoken of in terms that could not but be gratifying to these gentlemen. The Head-Master replied extemporaneously, in behalf of himself and Mr. Hind; and the Chief Superintendent addressed the Students in eloquent and appropriate terms.

The Examinations closed, leaving an impression on the minds of all—at least, upon our minds—that, for real utility to the country, the Normal School is hardly equalled, unquestionably not excelled, by any secular Institution existing in the Province.

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From the Herald.

We had the pleasure of being present at the first Examination of the Students in the Provincial Normal School, which, it is not perhaps sufficiently known, is a Public Institution, endowed by the Provincial Legislature for the purpose of affording to School Teachers an opportunity of becoming well trained in the teaching, and of acquiring a great variety of useful knowledge. Owing to the pressure of other

matters upon our attention, we have not had time to commit to paper our impressions of what we witnessed; but we cannot omit mentioning that the manner in which the exercises were gone through with, was extremely satisfactory.

From the Evangelist.

A public Examination of the Students of the Normal School, in Toronto, (at the end of the first Session), took place on the 13th ult. The proceedings were highly interesting, and creditable to the Teachers and Students; and gave to the numerous and respectable auditory great satisfaction.

From the British Colonist.

* * * The Provincial Normal School was opened on the 1st November last, and the favourable expectations of the public, formed from the exhibition of that day, have been realized to the fullest extent that circumstances would admit, as has been satisfactorily shown by the very creditable public examination which the Students underwent on Thursday last. Mr. Robertson, the Head Master, in the course of his observations at the Examination, referred to the disadvantages under which they had to labour, from various causes, at the commencement of the Institution, more particularly, from the irregular periods at which the Students entered, which involved the necessity of forming them into separate classes, imposing on the Masters much additional labour and employment of time. Mr. Robertson trusted, however, that it would be shown from the examination that their labours were not in vain. * * *

He hoped that this Establishment would send forth many young men, fully qualified to undertake the charge of schools throughout the Province, and thus provide a thorough reformation, by the introduction of a system which will at once elevate the condition of the Teacher to a respectable sphere in his arduous profession, and prove in the highest degree beneficial to the country at large. The Students now before them, being the first fruits of the Institution, would be found not only qualified to discharge their duties as Teachers of Schools, but a lasting benefit to their respective districts. Mr. Robertson mentioned

that the method of instruction followed in the Normal School was teaching by Lecture; and that the Examinations would be carried on in the way in which the ordinary routine of the School was every day managed, with the view of exhibiting to the auditory, as far as possible, the practical application of the system. The Students were instructed in Grammar, particularly the philosophy and rudiments of Logic; Geography—Mathematical, Physical, and Political, with the rudiments of the use of the Terrestrial Globe; Linear Drawing; Mulh user's system of Writing; rudiments of Trigonometry, with a view to Land Surveying with the Theodolite; Composition; Orthography; Art of Teaching, with daily practice in the Model School; General History; mode of Teaching the National School Books; the Art of Reading; Science and Practice of Arithmetic; Algebra; Geometry; Heat, Electricity, Galvanism, and Magnetism; Mechanics, Hydrostatics, Pneumatics; Agricultural Chemistry, and Animal Physiology. They also received instructions in Music, according to Wilhelm's system, as Anglicized by Hullah.

* * * * *

The Examination by Mr. Hind followed, and was alike gratifying with that conducted by Mr. Robertson. The exercises in Music, under the direction of Mr. Clarke, Mus. Bac., were also highly satisfactory. Before proceeding with his Examination, Mr. Hind read the following short but highly appropriate address, which is explanatory of the course pursued in his department:—

LADIES AND GENTLEMEN,—The method adopted in educational establishments of conducting a public Examination of their respective pupils, depending upon the primary object of the particular institution, it will perhaps be deemed advisable, in the present instance, to state the nature of the subjects which constitute the department of Mathematics, Natural Philosophy, and Agricultural Chemistry, and to what extent the details of those branches of education have formed the subjects of the Lectures delivered in them respectively during the session which is now closing upon us,—such an outline, affording, perhaps, the best indication of what may be expected in an examination very limited as to time, and which, from the nature of circumstances, has to be conducted orally.

The science and practice of Arithmetic, including the use of Logarithmic tables of numbers, have taken that place in the course pursued which their extreme utility in the transactions of every day life necessarily entitle them to. It will scarcely be possible, during the brief period allotted to examination in the subject, to give a precise idea of what is included in the science of Arithmetic. The object, however, may briefly be stated to be a means of affording the individual an accurate idea of number in all its relations, and to establish satisfactory reasons for various artifices made use of, and rules followed, in the ordinary practice of Arithmetic.

Geometry and Algebra have also occupied a considerable share of attention.—With respect to the first mentioned science, the first, second, and third books of Euclid have been twice gone over by those who entered during the first month of this session. A *viva voce* proof of a few of the theorems contained in those books will afford an illustration of the method adopted in studying that branch of science, and a few problems in Mensuration and other subjects, will exhibit its application to various purposes of life. In Algebra, Quadratic Equations, the Progressions, and the Binomial Theorem, constitute the extreme limit within which it has been considered advisable to direct attention during the short period of one session, while constant use has been made of Algebraic formula, in estimating the relation existing between the power and weight in mechanical contrivances.

In the department of Natural Philosophy, and under the head of Mechanics, the principles of the five mechanical powers, isolated and combined, have occupied their due share of attention. But more particularly have the steam engine, the locomotive, the different varieties of pumps and hydraulic engines been illustrated and explained.

Heat, Electricity, Magnetism, and the phenomena depending upon them, have severally, as far as circumstances would permit, been illustrated by appropriate apparatus and experiments. To what extent the means adopted has been productive of the end proposed, a few general questions in each of these subjects will perhaps afford a sufficiently accurate index.

Agricultural Chemistry, as likely to become a most important element in the general education of the Farmer in Canada, has been made an especial subject of daily lecture; and in this department a more particular examination will be made, with a view of exhibiting how far the science of Agriculture is capable of being made an advantageous subject of study by the Teacher, for the purpose of instructing the rising generation of this agricultural country, in the principles of

that art with which its prosperity is so intimately associated, and upon which its happiness and welfare are so dependant. The examination in Agricultural Chemistry will tend to show that the chief object has been to treat this extensive subject in such a manner as, while on the one hand it leaves much to be done on the part of the energetic and industrious student, yet on the other, the course pursued has been perfectly general, and applicable to all localities in which the principles advanced may be hereafter taught throughout the country. The Students attending during the next Session will be able to witness a limited series of agricultural experiments, made in the garden attached to this establishment. The advantages which may arise from attention properly directed to this subject, are of manifest importance in a new country; and there are few practical sources of information which are so much dependant upon a correct acquaintance with the science as experiments of an agricultural character. One important object proposed is to afford an accurate knowledge of the mode in which experiments of that description ought to be conducted, so that when those who are congregated here shall eventually become scattered throughout the country, they may be enabled, over an extended and varied field, if inclination or interest so direct them, to establish a uniform and accurate system of experiments from which much useful information may be obtained, devoid of that empiricism which is too frequently associated with similar investigations.

I would wish to close these few remarks, by expressing in unison with what has already been said by Mr. Robertson, a favorable testimony of the industry and energy of those Gentlemen, who are about to cease their attendance here. Whatever endeavour on my own part may have been made, that endeavour has uniformly been met with a good-will, and an energy deserving of the highest praise, often, too, accompanied by a talent, the remembrance of which, will greatly enhance that feeling of respect, to which other associations would of themselves give rise.

After the Examination, Mr. Wilson, one of the Students, rose, and expressed a desire to read an address from his fellow-Students and himself, to the Head-Master and Mr. Hind. This compliment was quite unexpected by both Gentlemen, and must have been as gratifying as it was unexpected. (See *Journal of Education*, pp. 125, 126.)

Mr. Robertson replied to the address, on behalf of himself and Mr. Hind. His reply was extempore, and in substance as follows:—

GENTLEMEN.—At the request of my friend Mr. Hind, and with feelings of the deepest gratification, I rise to return you sincere thanks for the very complimentary address which you have just presented to us.

We have now been in intimate communication with you for a period of nearly six months; during that time we have had many opportunities of testing your acquirements and ascertaining your habits and feelings; and we have sincere pleasure in being afforded this opportunity of bearing public testimony to the propriety of your demeanor, and the zeal and energy with which you seconded our efforts for your improvement. On various grounds I, for my own part, feel competent to form a sound judgment on this point; and former experience enables me to assert; without fear of contradiction, that the untiring perseverance exhibited by you during your attendance here has seldom been surpassed on any occasion of a similar nature.

You are now, gentlemen, about to leave us—to separate for your several homes and avocations; you will have to reply to numerous enquiries regarding the course that has been pursued here, and these enquiries you should be prepared to answer with the most careful accuracy. We feel confident that your report cannot but be beneficial to the establishment, and that your future success in your profession will be an evidence of its utility. We trust that our exertions in the discharge of the duties entrusted to us have been such as to merit that support, and to prove of real benefit to you hereafter. We have endeavoured not merely to furnish you with the details of practical information essentially necessary for a Common School Teacher, but have also introduced you to the rudiments of various branches of science not likely, we are aware, to be generally applicable in schools, but which must nevertheless be eminently useful in elevating your minds, and qualifying you for the duties of your arduous and important profession. We shall always feel a deep interest in your welfare, and shall ever be ready to assist you in any way in which you may deem our advice or influence likely to be useful. To those who, by recommending and finally establishing the Normal School, afforded you an opportunity of sharing its advantages, your gratitude is particularly due.

Finally, in acknowledging the pleasure with which we heard your very gratifying address, we cannot but express our full conviction that your conduct and example hereafter will be such as to exhibit to all unacquainted with the Institution a convincing proof of the benefits to be obtained by attending it.

Dr. Ryerson then briefly addressed the auditory, and took occasion to acknowledge

the allusion in the Students' Address, to himself, as Superintendent of Schools, and to the Board of Education. There was reason to rejoice at the success which has attended this establishment. They were exceedingly fortunate in the selection of the Head-Master, and the Lecturer in Mathematics and Chemistry, and they witnessed in the day's proceedings, proofs of the great benefits that were conferred by them. He felt relieved of a very weighty responsibility, in seeing the Provincial Normal School and the Model School in successful operation, under such able Teachers; and the prosperity of the Institution, with the cheering prospects before us, was a great relief to his mind, and a most gratifying reward for the active part he had taken, in arranging the preliminaries for the introduction of the system, and in afterwards putting the Schools into operation, in conjunction with the Board of Education for Upper Canada, to the members of which, the Province owes a debt of gratitude, for the zeal displayed by them in this important matter, and for the valuable assistance which they have gratuitously rendered. Gratifying as have been the fruits of the Session that has just closed, he anticipated far more hereafter; for it must be borne in mind, that there were many disadvantages to contend with at the commencement of an extensive Institution like this, which are not likely again to present themselves. The future is full of hope, and from what we have this day witnessed, we may look forward to the realization of the most important advantages, by the youth of Canada, from the successful operation of the Provincial Normal School, by means of the Teachers for Common Schools, who will annually go forth with proper qualifications, to the several Districts. It was truly a pleasing prospect. Dr. R. took occasion also to mention, that arrangements were made by the Board of Education, for the religious instruction of the young men who attend the Normal School, through the Ministers of the Churches to which they respectively belong. A portion of one day in each week was set apart for such visits, and some Clergymen have availed themselves of the opportunity.

The business of the day was concluded with the blessing, pronounced by the Rev. Dr. Ryerson. Several gentlemen then went forward, and congratulated the Heads of the Institution, on the very successful result of the labors of the first Session, wishing them every prosperity in the noble work in which they are engaged,—and such must be the heartfelt wish of every true lover of this noble Province.

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From the Globe.

On Thursday last, a Public Examination of the Students of the Normal School, at the end of the first Session, was held in the Government House here. It was conducted by the Masters, Messrs. Robertson and Hind. * * *

Mr. Robertson (Head-Master) stated that upwards of sixty Students had been in attendance since the commencement, but that now there were only fifty-five, some of whom had only been a few weeks under instruction.

* * * * *
An Address was read, and presented, by Mr. Wilson, on behalf of the Students, to the Masters, in which they acknowledged their indebtedness for the attention paid to them, and instructions given, and expressed the hope that those who are now Teachers, or those who intend to be such, would avail themselves of the advantages of the Normal School. Mr. Robertson made a verbal reply, and took occasion to state the marked improvement he observed in almost all, and the industry with which the Students had prosecuted their studies. Dr. Ryerson also gave an address, in which he congratulated the Students and Masters.

On the whole, we were much pleased with the Examination. The Masters are real business men, and the creditable appearance made by the class, gives proof of

their unwearied attention to their duties. We may justly expect, very soon, a far higher tone given to Education in the Province: for if the young men have sense to remain several Sessions, until properly qualified, and if the Trustees of Schools shall seek the very best Teachers, instead of the class now too generally employed, and the wretched system now in vogue, we shall find our Teachers men of intellect, men who can teach, and have something to teach, and our youth will be enabled to occupy positions very different from what they can do now. * * * We look to the Normal School; to the intelligence and earnestness of Trustees to have first-rate Teachers; and to the young men qualifying themselves by study, and by attending several Sessions. The idea, that because a man has been six months at the Normal School, he is therefore qualified as a Teacher is absurd. We know not what the rule is, or if there is any rule, but most decidedly we would have a law, that none be licensed as qualified Teachers till they have attended *three* Sessions, and had a diploma; or, if they have been educated elsewhere, that on examination they received a diploma from the Normal School, and a Board of Examinators associated with the Teachers of it. The Trustees of Schools, and the inhabitants generally, ought to have some kind of guarantee that the applicants for Teacherships are qualified by something more than their own estimation, or even the certificate of a District or City Superintendent. We always hold this, along with our politics, and as part and parcel of them, that the greatest blessing for *Young Canada* is, a first rate education. We have the means within our power, and for the benefit of our youth we say regarding Messrs. Robertson and Hind,—all hail!

QUARTERLY SCHOOL EXAMINATIONS.

One of the substitutes provided by the present Act for the School visits of the late Township Superintendents, is the *Public Quarterly Examination of each School*; a regulation which we have been repeatedly assured in various Districts, is more than an equivalent for the visits referred to, even supposing the School Visitors should not at all attend to their duty.

Although during the first year's operation of the law, Visitors have in many Townships neglected both their duty and their privilege; we are gratified to learn that in a very considerable proportion of the Townships, the Schools have been frequently visited by Clergy, Magistrates, and Councillors, and that the Quarterly Examinations have been well attended, and have exerted a salutary influence in encouraging both Teachers and Pupils, and in exciting an interest in the public mind in behalf of the education of the rising generation. The following are some of the local newspaper notices of these examinations which we have read with pleasure:—

GALT.—Yesterday, the examination of the School in our village, under the superintendence of Mr. R. McLean, took place in presence of the Rev. Messrs. Porteous, of Beverly, and Bayne, of Galt, Mr. Lee, one of the Trustees, and a respectable number of the friends of the Teacher and pupils. The examination occupied the greater part of four hours,—Messrs. Porteous and Bayne, and several others, taking part in it, along with the Teacher; and the result was such, as to furnish the most satisfactory evidence of Mr. McLean's qualifications as a Teacher—the excellence of the system pursued in the school—and the practical proficiency of the pupils. The easy and yet firm hand with which Mr. McL. appeared to hold the children under his control—the interest and animation of the children themselves—the quickness and intelligence of their replies to the questions put, and the accuracy and despatch with which they performed the various exercises given them, were highly gratifying. We were also much pleased with the singing of the school, an exercise which seems here, as elsewhere, to have been introduced with the happiest effect. At the close of the examination, Messrs. Porteous and Bayne expressed the satisfaction which they had derived from it,—a feeling which seemed to be entertained by all present. Upon the whole it is highly satisfactory to find in our thriving village a school so well conducted, and to which parents may with so much confidence send their children. The inconvenience of having so little accommodation for so large a school, was felt on this as on former occasions, but this is an evil which is now not likely to be of long continuance, and we

hope soon to witness an examination no less satisfactory in the new and commodious school-house which is about to be erected.—*Galt Reporter, 31st March.*

DUMFRIES.—The quarterly examination of the School taught by Mr. W. P. Telford, section 25, Dumfries, was held on Thursday, the 30th, in presence of the Trustees, and several other parents—the Rev. James Strang being present as a visitor. The examination procured much honour both to the Teacher and scholars, and high satisfaction to all present. The proficiency of the scholars generally, since the former examination, was evident, and testified at once to the skill and faithfulness of the Teacher, and the ability and diligence of the scholars. The attainments of the senior scholars in grammar, geography, and arithmetic, were worthy of all praise, and the junior scholars shewed that they were laying a good foundation for the future. As on former occasions, beautiful specimens of penmanship were exhibited. The reading classes, generally, displayed ability in explaining difficult words, and showed that they were not merely learning to repeat words, but that they were acquiring, when reading, valuable stores of general knowledge; and they encouraged strongly the delightful hope that they have been forming those valuable habits of investigation and discrimination which will be of the highest value to them through life, and so forming them as that their course of intellectual and moral improvement will not be broken off by their removal from school, but shall go on henceforward with accelerated pace.—*Ibid.*

HAMILTON.—It is with the most lively pleasure we give insertion to the following testimony, in favour of the successful exertions of Mr. Fenton, as a Teacher, and from what we have heard, we would recommend visitors allowed by law, and the parents of the children attending our Common Schools, to exhibit more interest on the subject of the education of the majority of the rising generation in this city than heretofore. We are aware of the liberal vote of our City Council towards the purchase of convenient sites upon which to erect new and sufficiently commodious school-houses, which we hail as an omen of better things than the mere buildings,—but we are digressing. However, we shall hereafter give our views on the subject of Common Schools within our city limits more fully,—and in the meantime would solicit suggestions from any of our correspondents who may wish well to so important a cause.—*Hamilton Gazette.*

[CERTIFICATE.]

We have great satisfaction in stating that the pupils attending Mr. Fenton's school, have this day acquitted themselves with great credit, and it is gratifying to remark that a decided improvement has taken place since the last examination, as witnessed by Neh. Ford, Esq.

FRED. SUTER,
S. C. S. for Hamilton.
NEH. FORD.

Hamilton, March 23, 1848.

NIAGARA.—On Friday last we attended the quarterly examination of Mr. Peter Shaw's school. The various exercises were in general satisfactory, and creditable to both Teacher and scholars. Several specimens of attainment in vocal music were not the least interesting portion of the proceedings. We think it is important to teach children to sing in every school; and it could easily be done every day at the commencement and close of their studies, without infringing on the time required for other branches of education.

Mr. Shaw has upwards of one hundred scholars, which is an unreasonably large number to be attended to, even with an assistant.—*Niagara Mail, April 5.*

PERTH.—On Tuesday last, an Examination of the Common Schools at the west end of the town, took place, before several of the Clergymen of the Town, the Trustees and others who had assembled to witness it. We understand that the examination of Mrs. McCormick's female school proved satisfactory, a marked improvement having been observed in the studies of the Scholars. The examination of Mr. Morrison's School (for boys) proved as interesting, and equally as satisfactory. Prizes were distributed to those who were the most proficient in reading, writing, grammar, composition and geography.—*Bathurst Courier.*

Education promotive of Civil Liberty and Social Order.—To habituate our children from early life to rules of order, and to teach them justice, sobriety, benevolence, industry, truth and the fear of God, is no less necessary to perpetuate our liberties than to secure their personal enjoyment and respectability. This, indeed, goes into the correct idea of civilization, in distinction to barbarism. Whatever, in the education and training of your children, goes to restrain and subdue bad passions, is so much gained on the score of civil liberty and social order.

Duty to elevate the Common School.—As we value our civil and religious, our social and political blessings, let us do everything in our power, to raise the standard of our Common Public School. Surely the opinion and example of Daniel Webster, on this subject, is worthy to be regarded and followed by all. "If" said he, "I had as many sons as old Priam, I would send them all to the Public Schools;" and it is a reproach that the Public Schools are not superior to the Private.

EDITORIAL DEPARTMENT.

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT FOR THE YEAR 1848.

We had hoped to have been enabled, at the latest, to announce in the *Journal of Education* for the present month the apportionment of the Legislative Grant in aid of the Common Schools for the current year to the several Districts and Townships of Upper Canada ; but there are four Districts from which the Annual School Reports for the last year have not yet been received. The statistical returns from the several Districts for last year are the data on which the School apportionment for the current year must be based. The apportionment cannot therefore be made out until the statistical returns from all the Districts shall have been received. The Chief Superintendent of Schools addressed a Circular to District Superintendents in the month of January, requesting the District School Reports for 1847 to be prepared and forwarded at the latest by the 1st March—hoping that he might be able to announce the apportionment of the Legislative School Grant in the April number of the *Journal of Education*, and to prepare and present, before the close of the then approaching Session of Parliament, his own Report for 1847 to the Governor in Council, to be laid before the Legislature. But we regret to learn that in several Districts, and in many Townships, the District Council Assessment part of the School Fund for 1847 was not paid in to the District Superintendents until long after the close of the year ; and in some instances it is not even yet forthcoming. Trustees have, therefore, been correspondingly negligent in reporting to their District Superintendent, as they could not obtain the last instalment of the Fund apportioned to their respective Sections for 1847. When a Council fails to furnish its quota of the School Fund within the period prescribed by law, great inconvenience is inflicted upon Teachers and Trustees, and the whole system is impaired by irregularities and delays. The District Council part of the School Fund ought to be as punctually paid in December of each year as is the Legislative Grant part of it in July or August. In the State of New-York, the County Assessment part of the School Fund must be *paid* into the hands of the County Treasurer *before* the State part of it is advanced at all.

SYSTEM OF SCHOOLS IN CITIES AND TOWNS.

In the last number of this Journal we presented, from the *London Quarterly Journal of Education*, the System of Free Schools in the New-England States ; we also gave Statistics of the operations of that system of Schools

in various Cities and Towns in the neighbouring States—a system essential to universal education in any Town or Country. Nor is there an instance in any civilized country of the existence of universal education amongst the people, where the schools are not open to all the people by having them supported by all the people according to property. This system is the poor man's elevation, and the rich man's security; it lightens the burthen of supporting schools, by placing it upon all in proportion to their several ability; it unites the whole population in one common brotherhood by a community of interest and of privilege; it makes the public schools the best schools, and soon induces the attendance of the children of all classes upon them.

We will add to the Statistics which we gave last month of the Free School System in Towns and Cities, some accounts of its operations, and of the light in which it is viewed by the inhabitants of ordinary Towns where it has been sometime established.

In submitting to the consideration of the Governor-General in Council the draft of the present City and Town School Act, the Superintendent of Schools explained and urged the importance of a *classification* or *system* of Schools in our Cities and Towns. (See first number of the *Journal of Education*, pp. 17, 18.) In his Circular to the Heads of City and Town Corporations, dated January 15, 1848, he offered some suggestions as to the mode of carrying these recommendations into effect under the provisions of the Act on its coming into operation. (See same number of the *Journal*, pp. 21, 22.) The extracts which follow furnish a practical illustration of what has been contemplated and recommended in regard to our own Cities and Towns. We make these extracts from the Appendix to the Report of Public Schools in the State of Rhode Island in 1845, headed "*Public Schools in Cities and large Villages.*" The State-Commissioner says—"The following extracts from a few of the communications which have been received from such cities and villages situated in different States, and differing from each other in many particulars, are introduced to sustain the views presented in the Report, as to the results which may reasonably be anticipated from good public schools, and from the establishment of a Public High School."

HALLOWELL, Maine.—When the proposition was made six years ago to classify the scholars, and establish a graduation of schools, consisting of primary, grammar and high schools, vigorous opposition was manifested on the ground of increased *taxation*, and from an impression, that efforts to elevate the standard of education among the poorer classes, would not be attended with beneficial results. The practical operation, however

of this system for six years, has it, is believed, removed all objections, and fully convinced the most skeptical, of its increasing utility.

Our classification at present includes seven primary schools, two grammar schools,—one for each sex—and one high school for both sexes. The high school contains sixty scholars, and is under the care and instruction of one teacher. In it all the higher English, and also the

Classical studies are pursued systematically far enough to qualify youth for practical business or for college. The influence of this school is decidedly manifest in elevating public sentiment in reference to the advantages of common schools, and the value of general education. It presents also a powerful stimulus to the children in the lower schools, to greater diligence and effort to qualify themselves to gain admission. So that even our grammar schools now, are far better than our best schools, public or private, before this system was introduced. Nor can the benevolent mind contemplate, without high satisfaction, its results, in imparting a gratuitous education of an elevated character, to hundreds of children, whose pecuniary means are totally inadequate to secure it at private expense.

While this system proffers to all our children advantages equal to those enjoyed in our best academies, it has diminished the expenditure, including both public and private instruction in this place, about six or seven hundred dollars being about twenty-five per cent, per annum. And whereas, before the adoption of this system, the wealthy and elevated classes would scarcely entrust their children to the public schools, now the children of all classes mingle on terms of reciprocal cordiality and kindness. Nor is this consideration of trifling importance in view of their moral character, and their future relations in life.

On the whole, it is the general opinion, that greater obstacles would *now* be encountered in inducing the community to abolish their present system of schools, than were opposed to its introduction.

NANTUCKET, Massachusetts.—The whole amount of money expended for schools, has been much diminished by the substitution of a public for private schools, and the teaching has been much more thorough in the former than it was in the latter, as the temptation is not so strong with the teacher of the public school to force children forward in order to please parents and fill up his school. The whole community seem to be aware of this, and the sum expended for the support of our schools has been freely increased since the establishment of the

high school, by the vote of many, who, because they paid large sums to private schools, were not before free to be taxed to support schools which children did not attend. The general interest in schools is much increased, and the admittance to the high school is valued by all, rich as well as poor.

LOWELL, Massachusetts.—The public schools are divided into three grades, viz., thirty-six primary schools, eight grammar schools, and one high school, and all of them maintained by direct tax on the whole city. The primary schools are taught entirely by females, and receive children under seven years of age, and until they are qualified for admission to the grammar schools: the average number to each school is sixty.

The grammar school receives those who can bring a certificate, or pass an examination in the common stops and abbreviations, and in easy reading and spelling. These schools are divided into two departments, one for boys and the other for girls, and are taught by a male principal and assistants, and a writing-master. The number of scholars is about 200 in each department. The studies are the common branches of an English education.

The high school prepares young men for college, and carries forward the education of the young of both sexes in the studies previously pursued in the grammar schools, as well as in algebra, geometry, rhetoric, astronomy, practical mathematics, natural history, moral philosophy, book-keeping, composition, and the evidences of Christianity. Pupils are admitted on examination, twice a year, in the studies of the grammar schools. There are two departments, one under a male and the other a female principal, assisted by two assistants, and a teacher of plain and ornamental penmanship.

No better education can be obtained in the English, or in the preparatory classical studies, in any school, and the richest and best educated parents are glad to avail themselves of these public institutions.

The influence of the high school has been to stimulate both pupils and teachers, and raise the standard of scholarship

in the schools below; to draw into the public schools children from every class of families amongst us; and to elevate the whole tone of public sentiment on the subject of popular education. Strangers are taken to see the products of mind in this school, as well as the triumphs of machinery and muscular labour in our mills.

BANGOR, Maine.—At the time our high schools were established, there were no less than three flourishing private schools for advancing scholars, and a large number of smaller establishments for younger pupils; and the wealthier families were most of them, averse to the change of system. It was, indeed, carried through the city councils by the mechanics of the city. At first it was only a high school for boys. We succeeded in procuring a preceptor of first rate acquirements and capacity—our present teacher for that school. Such was the success of the experiment, and such the enthusiasm got up by this school, that in a few months, the private schools for boys failed from want of pupils. Shortly after, a high school for girls was instituted with no less success; and since 1836—the first high school went into operation in 1835—private schools, except for small scholars, and for these mostly on account of the crowded state of our primary schools have ceased. And this, too, notwithstanding our high schools, and an intermediate grade between these and the primary, called select schools, have been crowded, so that the scholars have been kept back when their acquirements entitled them to advance. Nothing I have ever witnessed

in school improvement has equalled the change these schools wrought in the state of education here. We wrought out a system of our own, and with great labour, and in the face of no small opposition, have carried it through the schools in the city proper. Our schools are a regular grade from infant classes (those too young to study) to the high schools, four, or as it operates, five regular grades. In all cases the advance is controlled by attainments, so that each scholar is looking up to the next degree above him, until he reaches the high school, and then his next step, if pursuing a liberal education, is the university. And we have the fullest evidence that no pupils enter the universities of our state with a better preparation, or a more thorough training, than the young men who go directly from our public schools.

The improvement of the state of education in this city, which followed has been wrought out by the establishment of these schools, and the grading system which grew out of their establishment, is set low at fifty per cent. The comparison, indeed, is almost a contrast, and the alacrity with which money is voted to sustain our schools, even in times of severest pressure—and such times we have had with a vengeance—affords ample testimony to their excellence.

As to expense, our present system costs, I presume, not one half of the old. Few send their children abroad, which, among the wealthier families, was almost universally the practice before. We expend annually, for the support of our schools, aside from school-houses, between \$8000 and \$9000, to a population of about 12,000.

DIFFICULTIES AND SALARIES OF DISTRICT SUPERINTENDENTS.

In previous numbers of this Journal we have remarked upon the duties and responsibilities of District Superintendents; we will now make some observations on their difficulties and salaries.

When the rare qualifications appropriate to the office of a District Superintendent are portrayed, and when the importance and advantage of his attending with sleepless vigilance to each of his varied duties is insisted upon, it is just and proper also to take into consideration the difficulties of his situ-

ation, and the remuneration necessary to secure his required and expected efficiency.

The mode of his appointment and the tenure of his office are not unfrequently a source and occasion of embarrassment to a District Superintendent. He is appointed and holds his office by the suffrages of an elective body; and the persons at whose pleasure he retains his office constitute a portion of those among whom he is to discharge his duties impartially and energetically, according to the regulations provided by law, "without fear, favour, or affection." It happens sometimes that some of the Councillors who appoint the District Superintendent to office are Trustees of Schools, and parties in matters respecting which he is called upon to decide. We have been informed of instances in which a District Superintendent has been threatened in regard both to his salary and office with the fullest exercise of a Councillor's opposition and influence, in case he (the Superintendent) should not support the claims or recommendations of such Councillor. We trust such instances are few; but it is very natural that they should, on some occasions, occur among three or four hundred persons, each of whom has a direct or indirect interest in some School Section. It has also happened in several instances that the constituents of a Councillor (those to whom he is under obligations for his election, and by whose support he hopes to be elected again) invoke his interposition with the District Superintendent to attain School money without fulfilling the conditions of the School law. It is too much to suppose that a Councillor should not in some instances yield to the solicitations of a constituent and neighbour rather than to the requirements of the School law, especially in the infancy of the School System. The Superintendent is thus placed between obligations of duty on the one side, and the wishes and influence of one or more persons on whose votes his continuance in office and his salary may depend. Other administrators of the law are accountable to the government, which in its turn is responsible to the country at large, through its Representatives in the Legislature; but District Superintendents being elected to office by local elective bodies, are liable to be affected by local circumstances, as well as those by whom they are chosen. Individual prejudice and sectional interest may sometimes come in contact with the intentions of the Legislature, and the requirements of the law, and the District Superintendent acting in his judicial capacity of deciding between parties, or on questions affecting parties, finds himself in a different position from that of the District Judge in the performance of kindred duties.

We advert to this peculiar and delicate position of District Superintendents to impress upon all Councillors the importance of insuring to each District Superintendent that independence of action which every Executor of the law should possess in the performance of his official duties—that the law is to be his guide

even in matters in which their own personal feelings and interests may be involved. A District Superintendent, who, from his standing, qualifications, ability and experience, is looked up to by the Council as well as by the inhabitants generally, will be beyond the influence of any personal or local opposition. But such fortunate examples—fortunate for all parties—are rather exceptions, than the general rule. It is all-important, therefore, that the District Councils, having made the best possible selection for the office of District Superintendent, should enable him to feel that he has nothing to fear as long as he performs his duties efficiently *according to law*.

But the most onerous part of a District Superintendent's duties is, to visit the Schools throughout his District. He can prescribe certain days or weeks of certain months for the *payment* of teachers and the examination of candidates; but the visitation of the schools is literally the work of the year. The excellent article in this number of our Journal, from the pen of the Head-Master of the Provincial Normal School, clearly shows both the *importance* and the *labour* of School-inspection; and we observe that several District Councils have strongly insisted upon it. The fatigues, exposures, industry, and qualifications required in the performance of this most essential part of a District Superintendent's duty—especially in new Districts or settlements—cannot be easily appreciated. He must be upon the road, with a horse or conveyance of his own, during the greater part of the year. This involves no small item of expense—an expense from which most public officers are exempt, as they are not compelled to travel. Probably none will doubt that a District Superintendent's duties are much more onerous than those of a District Judge; nor will any doubt that his office is less important, or that it demands a lower order of varied qualifications. Why should, then, the salary of the one be so much less than that of the other? Can it be supposed that a District Superintendent can labour with heart and satisfaction, with energy and constancy, for a remuneration little more than sufficient for his horse-hire and travelling expenses—a remuneration less than that of many clerks or book-keepers in a merchant's shop? Can Councillors reasonably expect much and efficient service from a District Superintendent, if they refuse him a salary equal to that of a subordinate writing clerk in other public offices? It is gratifying to see Councillors alive to the importance of frequent and thorough school-visitations on the part of District Superintendents; but they should be equally liberal in encouraging Superintendents to do so by showing how highly they value such labours. It is quite unreasonable to suppose that the office of District Superintendent will be filled by men of proper qualifications and character for half the salary attached to other offices requiring lower qualifications and less labour. A cheap Superintendent, like a cheap School-master, is poor economy. The addition of £50 or £75 to the salary of a District Superintendent would not

amount to a penny for each inhabitant of an ordinary District ; but it would be of no small importance to the comfort and labours of an individual, and to the character and efficiency of the most important educational office in a District.

EXAMPLE OF THE FREE SCHOOL SYSTEM.

A friend in the Niagara District informs us, that at the last annual School Meeting in the School Section in which he resides, the persons nominated as Trustees refused to serve unless the electors would agree to have the School supported by assessment upon all the inhabitants of the Section according to property, as they had found the rate-bill system utterly insufficient to keep up a good School. After some discussion, the electors consented ; a moderate assessment was imposed by the District Council at its next Session for the Teacher's salary ; and the very first quarter after superseding the rate-bill by an annual assessment, the number of pupils in the School more than doubled. We are persuaded the attendance of pupils will, on an average, increase in like proportion in the several School Sections throughout the Province, if the people follow the example of the School Section referred to. If the reasons which have been adduced in this Journal, and in the example and history of the New England States, are insufficient to produce conviction on this subject, let doubters try the experiment for one year, and their own experience will then be an indubitable witness.

SCHOOL VISITS AND ATTENDANCE FOR THE YEARS 1846-1847.

By reports from sixteen Districts in Upper Canada (reports from the remaining four Districts not having been yet received) it appears that the children of School age attending School in 1846, were 75,805, and in 1847, 89,613—being a difference in sixteen Districts in favour of 1847, of nearly fourteen thousand pupils. The total number of visits made to the schools in these sixteen Districts in 1846, was 4309 ; the total number reported for 1847, was 8886 ;—difference in favour of 1847, of 4576 School visits. Of these School visits 21,27 were made by *District Superintendents* ; 1316 by *Clergymen* ; 646 by *District Councillors* ; 964 by *Magistrates* ; and 3833 by *other persons*. In addition to School-visits, there were public quarterly examinations in the Schools for 1847, which had not been before required by law. Last year was also the first year of the operations of the present School Act.

Common Schools will languish until the whole community become interested in their efficiency and success—until they are regarded as common property. As long as elementary education is regarded as a *private*, and not a *public* interest ; as long as none take any interest in the School except those who

happen to be sending children to it ; as long as the more wealthy and educated persons in the community look upon the Common Schools as a mere matter of concern for the lower classes, the Common Schools instead of being the best, will be the poorest Schools in the country. But let the leading and most intelligent persons in each Township and Section countenance the Common School, and it will soon become as much better and more respectable than any private School of the same class, as it is more important. The Common Schools will be, as they now are in the New England States, the best and most respectable Schools. It was with a view of securing the influence and co-operation of the leading persons throughout the Province that the Clergy, District Councillors and Magistrates have been created School Visitors by the present School Act. It was thought by some friends of general education that these voluntary visits would be "few and far between ;" but we are happy to find that this provision of the law has not proved a dead letter—that the number of visits has much exceeded what had been anticipated during the first year ; and we doubt not their number will be doubled if not trebled the current year, while the public quarterly examinations of each School will create increased interest in every neighbourhood where they are held.

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RESOLUTIONS TO SECURE A PROPER ORGANIZATION OF SCHOOL SECTIONS, AND TO ASCERTAIN PUBLIC SENTIMENT ON THE MODE OF SUPPORTING SCHOOLS.

The Council of the Colborne District is adopting a judicious plan of placing the Common Schools within its jurisdiction on the best footing. Proceeding in this spirit and manner, the Schools in that District will soon be placed upon the true foundation of public convenience and support, and the structure of an admirable system of Schools will be reared to the honour of its projectors and the benefit of the rising and future generations. We copy the following Resolutions from a handbill which has been forwarded to us by the District Superintendent, and which the Council has ordered to be printed in large numbers to be filled and put up in various places in each Township of the District.

Resolutions adopted by the District Council of the Colborne District, at the Session held in February, 1848.

RESOLVED,—That the several Councillors of this District, shall hold a Public Meeting in each of their respective Townships, of which meeting at least twelve days' notice shall be given, in three or more of the most public places therein, the objects of which meeting shall be,—

To define, and where it may be considered necessary, to enlarge, unite, or otherwise alter, or if judged expedient, to entirely re-model the several *School Sections* in each Township respectively, and to determine the *sites* of the several *School Houses* in such School Section ; and furthermore,—to enable the District Councillors to ascertain as far as possible, the sentiments of the inhabitants respecting

the mode of paying *School Teachers* their salaries: by increasing the amount assessed on property for that purpose, and thereby diminishing the amount, or entirely superseding the quarterly "Rate-Bills."

RESOLVED,—That in any case where it may appear desirable to form *Union School Sections*, to consist of parts of adjoining Townships, the Councillor of the Township, desiring such Union Section, shall immediately inform the Councillor of the adjoining Township of such desire, and the Councillors of both Townships shall conjointly appoint a meeting of the inhabitants of such parts of adjoining Townships as it may seem advisable to embrace in such Union Section, to take place at some time subsequent to the general Public Meetings in both such Townships, and shall give sufficient notice thereof, and shall also attend such meeting.

RESOLVED,—That the Councillor of each Township, and also the Township Clerk of each Township, shall, and they are hereby required to attend at such public meetings aforesaid; and the Councillor shall proceed, with the aid and assistance of the Township Clerk, and such of the inhabitant householders as shall attend at such meetings to define the limits of the several School Sections in such Townships, and in such Unions, and to determine the sites of the several School Houses therein, (subject always to the approval of the Municipal Council in Council assembled.)

And shall also, at such public meetings propose to the meeting the question—

Whether the inhabitant householders desire that the Municipal Council should increase the School Assessment so as to

diminish, or entirely supersede the quarterly Rate-Bills, and if they desire any increase, to what extent?

And the several Councillors shall take a vote at every such public meeting on the foregoing question, and shall record the number of votes for and against the increase proposed at such meetings, and shall report to the Municipal Council on the second day of the Session to be held in the month of October next, the result of such appeal to the people on the subject of the School Assessment; and also, the description, limits, and numbers of all the School Sections formed as aforesaid.

And if parties shall consider themselves aggrieved in the matter of such limits of School Sections, they shall have the right of appeal to the Municipal Council, provided such appeal be made during the session of the Council to be held in October next.

(Where the word Councillor is used in the foregoing Resolutions in reference to Townships returning two Councillors, it shall be understood in the plural number.)

RESOLVED,—That there be appended to the foregoing Resolution the following

NOTICE.

A Public Meeting of the Inhabitant Householdors of the Township of _____ will be held at _____, on _____ the _____ day of _____, 1848, at 12 o'clock, A.M., for the purpose stated in the above "Resolutions."

By Order of the Council.

W. SHERIDAN,
District Clerk.

District Council Chamber,
Peterborough, Feb. 1848.

PUBLICATIONS AND PERIODICALS RECEIVED.

We beg to acknowledge the receipt from the Publisher of certain "REMARKS ON THE STATE OF EDUCATION IN THE PROVINCE OF CANADA; being a Re-print of Two Articles which appeared in the *British American Journal of Medical and Physical Science* for January and March, 1848: by 'L.' Pp. 72. BECKET, Montreal. Of the *First Part*, which appeared in the January number of the very excellent periodical from which the whole is reprinted, we have

already expressed a favourable opinion. Its tone is calm, candid, and dignified. Of the *Second Part*, which is chiefly devoted to the discussion of Educational matters in Lower Canada—we cannot express so decided an opinion, as we are not sufficiently acquainted with the practical working of the system of popular Education in that section of the Province, nor of the merits of the several matters involved in the author's discussion of the question. The *Remarks* seem to be made with modesty and courtesy, and are calculated to promote a good feeling in the consideration and discussion of the all-important subject of which the author so ably treats. The work is neatly printed, and is, we understand, for sale at the several Booksellers in Toronto and other places—price 4d.

THE CALLIOPEAN, edited by the Young Ladies connected with the *Burlington Ladies' Academy*, Hamilton, merits especial notice. As a publication, it is unique in connexion with literary institutions in Canada, and, therefore,—but more particularly as it is the production of the united pens of young and cultivated females,—we bestow upon it a more than cordial greeting. Its articles evince a good deal of taste and culture on the part of the contributors, and are marked by much chasteness and beauty of thought, and generally great purity and elegance of diction. It is very neatly printed, and is published semi-monthly, price 5s. per annum. We have also received the Annual Catalogue of the Officers and Pupils in the *Burlington Ladies' Academy* for the year 1847-8. We are happy to perceive from the number of the Pupils (201) that the prospects of this admirable Institution are in the highest degree flattering to the zeal and ability of the Principal, Preceptress, and their assistants.

PROVISION FOR EDUCATION IN THE WESTERN STATES.—For Education in the West munificent provision has been made. In all the new States, a square mile in the central part of each Township is set apart for the support of Common Schools, making one thirty-sixth part of the public lands. Congress has also, from time to time, made special grants of large and valuable tracts to State Academies, Colleges, &c. Besides these grants, 3 per cent. of all proceeds of sales of public lands is paid over to the several States in which they lie, and to be used by them for the encouragement of learning, and especially in the establishments of Institutions of a higher grade than Common Schools.—

Added to all these gifts of the general Government is the United States deposit fund, which was distributed among the States, and in several instances appropriated by them to the cause of education.

According to an article in the *Journal of Commerce*, the total grants to several of the States are about as follows:—

	Colleges and Academies.	Common Schools.
Ohio,	70,000 acres.	700,000 acres.
Indiana, ..	46,000 "	350,000 "
Illinois, ...	46,000 "	900,000 "
Michigan, .	46,000 "	1,100,600 "
Iowa,	46,000 "	1,400,000 "
Missouri, ..	46,000 "	1,100,000 "

New-York Observer.

☞ The important and able communication of the Head-Master of the Normal School contains an answer to the principal questions proposed by "F," to whose enquiries we have heretofore referred. "F.'s" letter, containing remarks which may be considered personal, we do not think it advisable to insert. The laudable object he had in view will have been attained by Mr. ROBERTSON'S communication.

☞ Mr. HIND'S second admirable article on *Agricultural Education*, together with annexed valuable Tables, will be given in our next number.

P. S.—*The Second Session of the Provincial Normal School* opened on Monday the 15th instant. On the first day, *seventy-three* candidates presented themselves for admission. Most of them have already been engaged in School-teaching. The number of Students during the present Session will doubtless exceed one hundred.

ACKNOWLEDGMENTS—To 15th May, inclusive.

Supt. Bathurst District, rem. and subs.—Mr. R. McClelland, rem. and subs.—A. S. Holmes, Esq., rem. and subs.—Supt. Talbot District, rem. and subs.—Rev. George Kennedy, subs.—Rem. from Messrs. R. Bennett, J. L. Biggar, A. McCallum, D. Shiel, H. Frost, A. Weldon, C. S. Dunbar, T. S. Sharon, W. Wilmot.—Warden, Prince Edward District, Rev. J. Spencer, B. S. Cory, Esq., M.D., Chas. Biggar, Esq.—A. Cunningham, Esq., W. H. Wells, Esq., Newburyport, U. S.—Subs. from Messrs. A. Ward, W. Wetherald, and Angus McCallum.

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