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UNIVERSITIES AND COLLEGES, AS WELL AS COMMON SCHOOLS, THE INTEREST OF A WHOLE PEOPLE.

From the Inaugural Address of the REV. JAMES WALKER, D.D., President of Harvard College, delivered May 24, 1853.

An impression prevails, at least in some quarters, that what is done for common schools is done for the public; while what is done for colleges is done, at best, for learning and learned men. The State is often hindered, I believe, from legislating in favor of colleges by an opinion hastily formed, that it would not be to legislate for the public, but for a class. I hope to be able to show, that this opinion is without any solid foundation; that it originates in certain popular mistakes and fallacies, which it will not be difficult to expose; that every man and woman and child has a substantial interest in the prosperity of these institutions; that, from their first establishment in the Middle Ages to the present hour, they have constituted one of the most active and effective of the democratic elements of society; and consequently, that it ill becomes a people who have placed themselves at the head of the great democratic movement of modern times, to suffer these institutions to decline, or to become so expensive for want of public aid as to exclude all but the rich from their advantages.

I suppose I may begin by taking it for granted that a thoroughly educated man is a great public blessing. Here and there an individual is to be met with who still counts the disparities of genius and learning

among the difficulties in Providence; as if the bestowment of genius and learning were a kind of favoritism. But this is to forget that to increase knowledge is not the same thing as to increase happiness; on the contrary, if we may believe the Hebrew sage, it is to increase sorrow. When God raises up a Sir Isaac Newton, it is not that he may make Sir Isaac Newton any better or any happier than other men; if he happens to be so, it is from causes which are open to others as well as to him. Sir Isaac Newton lives that all men may be benefited by his discoveries; the instrument is one, the blessing is manifold and universal.

Perhaps it will be said, that the public benefactor is not he who discovers a new and important principle, but he who applies it, who introduces it into common practice, and so makes it the property or privilege of all.

I have neither space nor disposition to reopen here the vexed question between the scholar and the practical man, which contributes most to human progress. Both are necessary. Sometimes, indeed, both happily concur in the same person, and then we have not merely the skillful artisan, but the great artist; not merely the adroit and successful politician, but the great statesman. One thing, however, is plain; principles must be discovered *before* they can be applied. Moreover, the cases are extremely rare of important discoveries, even in the social sciences, which are struck out in the collisions of active life; they almost always come as the reward of patient and solitary study. Adam Smith's "Inquiry into the Nature and Causes of the Wealth of Nations," is one of the four works named by Sir James Mackintosh as having "most directly influenced the general opinion of Europe during the last two centuries." Yet Adam Smith was a solitary thinker, a mere scholar, and what is worse, in the opinion of some, a professor too. To show how little he sympathised with practical men, and how little the practical men of his day sympathised with him, it is enough to say, that Pitt could not understand him, and that Fox would not take the trouble to read him. This was true, not more than fifty years ago, of speculations, many of which have now become as household words. In short, nothing better illustrates the influence of pure speculation on the prevailing habits of thought, and the material interests of the community, than the whole history of political economy. What has been done is simply this. Thinking men first informed their own minds by earnest and patient study on the matters calling for change. They then published to the world the results; the conclusions, and the reasons on which the conclusions were founded. The world read. It saw, it could not help seeing, wherein it had erred, that it had erred, moreover, to its own wrong and hurt. The light gradually found its way among the people, into the text-books of common schools, into the education of the common mind. Thus what is a great discovery made by scholars and scientific men in one age, becomes the common sense of the age that follows.

But again it may be objected, that all these things can be gained,

and have been gained, without the help of colleges. The greatest inventors in the useful arts, not a few of the greatest geniuses in science and literature, some of our ablest and most renowned public men, were not brought up in colleges. Franklin, Bowditch, Shakspeare, who stands alone, and Washington, another who stands alone,—these, and a thousand others who have been lights and guides of the world, were not brought up in colleges. They were what are called self-educated men,—self-made, self-taught.

Without meaning to derogate, in the smallest degree, from the merits or actual attainments of such men, without meaning to question that their merits were greater in proportion as their advantages were less, I cannot help observing that these terms, *self-educated*, *self-made*, *self-taught*, are vague and loose expressions, which can hardly be interpreted to the letter. How can a man teach himself what he does not already know? Strictly speaking, nobody is self-educated, self-made, self-taught. We are all born in a state of entire dependence on others; it is from others that we learn, not only how to read and write, but also how to speak, how to think, how to walk. Home is a school; the church is a school; society is a school. Hence there is not a so-called self-educated, self-made, self-taught man among them all, who does not owe much the largest part of what he knows or believes to the teaching of others. The only real distinction between men in this respect would seem to be, that some have better teachers than others, and have them longer.

The principal recommendation of the self-made scholar is, that he has to exert his own mind in every step he takes, and this can hardly fail to improve his mind. But the same must also be true of the pupil of the best teachers, if he aspires to eminence. The object aimed at in a university education is not to lessen the amount of intellectual labor, but to make that labor more effective. The earnest and ambitious student is supplied with the best facilities for thoroughly mastering what is already known in a particular department, in order that, with the same amount of labor, he may be able to reach, much sooner, than he otherwise would, the existing boundary of human discovery in that direction, and so be in a condition, while yet in the prime of life, to enter upon really original investigations. Besides, we are not now speaking of what is good for the individual, for his self-improvement, but of what is good for the public. The public gains nothing directly from having the same truths re-discovered, or the same processes re-invented, over and over again. What adds to the intellectual wealth of the community, and ultimately to its progress in other respects, is the actual enlargement of the boundaries of human knowledge. Hence the public good requires that the acquisition of what is already known should be simplified and expedited by the help of books and the living teacher; a necessity which must be more and more felt, because the progress of science is continually lengthening the way to be gone over, before the point of proper original discovery is reached.

There are also two other advantages incidental to a collegiate education compared with private or self-education, which are of public importance. In the first place, the habit of measuring one's self with equals, and looking up to teachers, begets a spirit of concession and deference. Who, in reading the lives of great men, has never been struck with the tender respect, the almost filial regard, with which they are accustomed to look back on some favorite teacher, speaking of him, and bearing themselves in his presence, to the last, as if the old relation were, for the moment, renewed, and they were his pupils still. Men of a timid or morbid nature, like Cowper, may complain and lament over the rudenesses, the cruelties, and other not unfrequent abuses, pertaining to the society of students collected together in large numbers. To such natures, such society may not be well suited; but to the majority of minds it is found to be a most effectual antidote to infirmities and vices which infest the wealthy and educated classes; such as effeminacy, affectation, and self-conceit. Though there are pedants and charlatans in plenty, it is a mistake to suppose that colleges make them; on the contrary, they do more than all other causes put together to unmake them. In colleges themselves, this sort of pretence cannot live under the storm of merciless ridicule it incurs. And this is not all. By multiplying the number of really learned men, and thus elevating the standard of public opinion, colleges make it less and less possible for the mere pretender to escape public exposure and contempt.

Another favorable circumstance pertaining to a liberal and systematic education is, that the student is neither expected nor tempted to make up his mind definitively on any particular subject, much less to commit himself to it, or act upon it, until he has completed his survey of the whole field of human knowledge. Of course this survey must be general, and in parts quite superficial, but sufficient, nevertheless, to secure a deliberation and breadth of view which will do much to save him from hasty and one-sided judgments. To this we are to look, as it seems to me, for one of the best correctives of an evil which threatens the order and stability, I might almost say the very existence, of modern society. I am no alarmist; still, I suppose all will agree that the boasted civilization of the nineteenth century is beginning to run out into follies and extravagancies, which, to say the least, were not expected. Crude and sometimes noxious theories in science, politics, and

religion, schemes of reform which unsettle everything and settle nothing, popular beliefs every whit as absurd as witchcraft, and not supported by half so much testimony, and which, fifty years ago, would not have been able to obtain even so much as a hearing, are now agitating the community everywhere. And why? We must not think to trace this state of things to mere ignorance on the part of the people; for mere ignorance is slow and dull to all changes, whether for the better or the worse. And besides, the primary education of the people was never attended to more generally or more successfully than now; nay, never so generally or so successfully. And even as regards the leaders of the people, who are chiefly responsible for these erratic movements, it is not necessary to question their natural ability even as leaders, nor, for the most part, their good intentions. They have probably thought a great deal on the question at issue, and understand it perhaps in some of its bearings better than most persons; their error consists in refusing or neglecting to consider it in all its bearings. Very probably they have a natural and just sense of the evil to be removed, but their defect consists in this: they do not comprehend the magnitude of the difficulty; they have not a full view of all that relates to the question. Though not, perhaps, deficient in sense, they want what Locke calls "large, sound, round-about sense;" as a means of obtaining which, they also need a "large, sound, round-about" education.

The radical difficulty in modern society may be expressed, as it seems to me, in two words,—*intellectual anarchy*; a difficulty not likely to be overcome or essentially reduced by merely attending to and improving common schools. Indeed, there is doubtless a sense in which it may be said that the favor and success of common schools have contributed to the anarchy here complained of, and furnished the best reason and excuse for it, by lessening the difference between common education, which is the property and right of all, and the highest education, which in the nature of things, is accessible to but few. Some are so convinced of this, and withal so alarmed at the tendency of events, as to be more than half inclined to wish back the good old times when the multitude were content to believe as they were told, and do as they were bid. But, thanks to God, this will not, cannot be; neither is it necessary as a means of restoring a proper order and subordination in the intellectual world. Extend and improve common schools to the utmost: it is a necessary condition of self-government; it is the sole guarantee of popular liberty; constituted as modern society is, it may almost be said to mark the distinction between a standing and a falling commonwealth; it is the last hope of mankind; and no evil, no inconvenience, will grow out of it, provided only that you at the same time attend to and improve colleges and universities in the same proportion. Then the difference between common education and scientific and professional education will remain as great as ever, which is all that is required: for it is on this recognized and felt superiority, that all legitimate, all true authority is built.

The learned professions complain, that they are gradually losing their influence over the public mind; not merely on general subjects, but also on those to which they are especially devoted. To a certain extent this is probably true, but what is the remedy? Influence is not a thing to be had for asking, or sued for as a charity, or enforced as a matter of police; homage, to be real, must be spontaneous. And here I need hardly say, that the people have no interest in being misled. If they follow false lights, it must be because the true lights do not shine out so clearly and distinctly, but that honest minds may mistake one for the other. Let the true light shine out more clearly and distinctly; there is no other way. If the learned professions are ever to regain their ascendancy, each in its appropriate sphere, it will not be by the spell of names or forms, nor yet by that of caste or social position; it will be by obvious and incontestable evidence of superiority. I do not mean the superiority of a few individuals in each profession; this is an end which is sufficiently secured by natural genius, and what is called self-culture; the profession itself must be raised, which can only be done by raising the standard of professional education.

In saying this, I do but say what the heads of all the professions feel and acknowledge. Everywhere they are awake to the public need; nay, more, are doing what they can to supply it. Considerate men of all parties are beginning to see, that a wise conservatism and a wise reform go together. If we would keep things as they are, if we would retain the old adjustments of society, we must not only accept, but provide for, those changes which the progress of society demands. In order to maintain the natural and necessary balance among the great social agencies, if we would go back in some things, we must go back in all; if we would go forward in some things, we must go forward in all. And hence it follows, that the impulse which has been given, and so nobly given, to primary education, only makes it the more indispensable as a condition of social order, and even as a matter of pure conservatism, that a corresponding impulse should be given to secondary or higher education.

But the question will here be raised, Are colleges and universities the fittest places for the acquisition of this secondary and higher education?

What are colleges and universities? I purposely waive the logomachy

as to the proper and distinct meaning and application of these terms; partly because it has nothing to do with my argument, and partly because it is not likely to lead to any definitive or satisfactory results. Use, reputable use, and not reason or consistency, determines, for the most part, how words are to be understood; and reputable use, in this case as in many others, varies in different countries. *University* has one signification in Germany and Scotland; another in England; and still another in France. In this country, also the ambiguity has been still further complicated by an accident of history. Our oldest colleges, in the beginning, were nothing but colleges in the most limited sense of that term, and therefore were so denominated. Some of them, however, when considered in connection with their scientific and professional schools, have grown into a resemblance to the German and Scotch universities, but still prefer to retain the old name; while on the other hand, colleges of yesterday, which can hardly yet aspire to be colleges, have chosen to begin by hanging out what I suppose is regarded as the more showy and attractive sign of *university*. Be this as it may, I have nothing to do with names; I look at things. By *college* or *university*, for, according to the common practice here, I use these terms interchangeably, I mean an institution founded and provided for the purpose of giving, not primary instruction, nor intermediate instruction, but the highest instruction. A college or university aspires to impart, not merely the measure of teaching which is necessary to practical life and good citizenship, but that which is necessary to scholars: in one word, the highest form of the learned culture of the age. And in order to fulfil this function, that is to say, to do in fact what it aspires to do, it must have an ample public library, and scientific apparatus, and also a corps of living teachers, each one of whom is expected to know the last word in his particular department of study.

Now I say that such an institution is not only a fit place for the highest intellectual culture, but, in the existing state of human knowledge; indispensable to it. In the infancy of science, when the sciences were but few, and one after another was to be created, genius was everything. For this reason, in the early history of every science the greatest names are those of solitary thinkers and experimentalists. Less than a century ago, Priestley, with the rudest instruments and materials, could immortalize himself by brilliant discoveries in chemistry. But to take up chemistry now, where he and his illustrious followers have left the science, and to extend it by further discoveries equally brilliant, requires all the genius of Priestley, and in addition to this, all the refinements of art, together with a familiar acquaintance with whatever has been done by others in the same field of inquiry, as the ground of new experiments and new generalization. If it should be said that books alone might supply the necessary teaching, I answer, that the question is not what *might* be, but what *will* be. And besides in the present state of science, and especially of what are called the progressive and demonstrative sciences, what are books, what are journals even which aim to make us acquainted with the latest movements in the scientific world,—what are all these at least to beginners, without the cabinet and laboratory? Moreover, the true teacher, above all, if he is looked up to as one who has mastered and extended an important branch of human knowledge, does more than teach; he *inspires*. And one teacher for everything will not do. Some of us can remember when what now make eight or ten distinct sciences were taught as one, and by one person, under the name of Natural Philosophy, and eight or ten more under the name of Natural History. But so rapid of late has been the progress of the sciences thus grouped together, and as a natural consequence, so complete the subdivision of scientific labor, that now a teacher, in order to keep himself on a level with the highest teaching in any one of these subdivisions, and still more in order to assist in elevating it, must make it his specialty, and live for that alone. Meanwhile, the unity and integrity of human knowledge must not be broken. At a place of the highest general education, all the legitimate elements of a liberal culture must be provided for; all must be represented in their connection and just proportions in the mind of the institution; not, of course in a single mind, for that, as we have seen is impossible, but in an aggregate mind; and this aggregate mind constitutes a college, a university.

Let me not be understood to mean, that passing four or seven years at a college or university will compensate for the want of natural ability or of moral character. Natural ability and an earnest purpose in life without a liberal education will do a great deal more for the individual and for the public, than a liberal education without natural ability and an earnest purpose in life. I am no advocate, I am no admirer, of refined and polished mediocrity. Culture is no substitute for genius. The alternative is not genius or culture; we would have both. In the existing state of society and the human mind, where the interests and connections of men have become so multiplied and complicated, it seems to me that no one can hope to exert a marked influence on the great courses of thought or action, without doing about as much harm as good, unless he has both;—genius, that culture may not be thrown away upon him; and culture, that genius may not run out into presumption and extravagance. And this is precisely what colleges would bring about in the educated classes. Colleges do not create

genius, I allow; neither do they stifle or extinguish it where it already exists; their highest function is to make genius wise, many-sided and safe.

But there are specific and radical objections to colleges in general, and to colleges constituted as they now are, which it will be proper to explain, and if possible to obviate.

In the first place, it is objected, that colleges are naturally retrospective and stationary; that no generous movement for truth or humanity ever originated here, or ever found countenance and sympathy there. For this reason, some are inclined to regard them as a standing army in the pay of a bigoted and selfish conservatism; others, unwilling to ascribe to such institutions vitality of any kind, prefer to stigmatize them as no better than the hulks of a stranded past.

There is generally, in objections which have taken fast hold of many minds, some nucleus, or at any rate some show of truth, out of which the whole has grown. And so in this case. I admit that the natural position of the scholar in respect to change and reform is that of liberal conservatism, or, as I should prefer to express it, conservative liberalism. As a general rule, the inmates of colleges do not belong to that class of people who are likely to be stung into revolt by want or oppression. And besides, it cannot be denied, that the more a man knows, especially of history, society, and human nature, the more distrustful he becomes of mere outward and artificial revolutions,—of any revolutions, in short, which are not the providential unfolding of principles, of an inward and organic life already begun. Unless we have the proposed object at least in idea, that is to say, unless the people and their leaders know what they want, agitation and revolution are almost an unmixed evil; and so, I suppose, colleges as a body would pronounce. So far, I am willing to admit, they are naturally allied to the great conservative interests of society. If, however, on the strength of this, any should hurry to the conclusion that colleges, as such, are opposed to progress, or to just and practicable reform, it would be in contradiction to nature and fact.

Consider, for a moment, who they are who make up the public opinion which prevails in these institutions. They consist, for the most part, of young men, in whom hope predominates over fear, enthusiasm over calculation and interest, whose appointed studies make them familiar with the bold and original thinkers of all ages, and whose private reading and private sympathies are apt to be attracted to the writers constituting what is called Young Europe or Young America, and this, too, with little knowledge of the practical difficulties in the way of radical change. Now, reasoning from the nature of the case, are these the persons whom we should expect to carry to excess a reverence for ancient landmarks, give up the thought of improving upon what has been, and be but too content to stand still? Look, then, at the facts. If we go back into the Middle Ages, it is impossible to read the life of such men as Alebard without being convinced that whatever there was then free of thought, or of progress, which is the child of free thought, found its centre of action in the universities. Likewise in the Lollard movement in England, the aurora of the great Reformation, we are told that the universities partook, with the quickness and heat of young life, of the national awakening; so much so, that Wickliff and his followers were on the point of gaining the upper hand at Oxford itself,—nay, would probably have done so, but for the interference of despotic power. And when Luther came, he met nowhere with a more earnest and efficient support than among the students who flocked from all quarters to the University of Wittemberg, until it became, to borrow Luther's own expression, "a perfect hive."

The same general observation applies to the more recent struggles for civil freedom. On the eve of our own Revolution one of the Fellows of this College wrote to Thomas Hollis respecting the students here; "They have caught the spirit of the times. Their declamations and forensic disputes breathe the spirit of liberty. This has always been encouraged, but they have sometimes been wrought up to such a pitch of enthusiasm, that it has been difficult for their Tutors to keep them within due bounds; but their Tutors are fearful of giving too great a check to a disposition, which may, hereafter, fill the country with patriots." And after the war was over, it would seem that the College was thought to have redeemed its early pledges; for Governor Hancock, in his speech at the inauguration of President Willard, did not hesitate to call it, "in some sense, the parent and nurse of the late happy Revolution in this Commonwealth." But why multiply instances to prove what we might confidently conclude beforehand would be? Who does not know that, in all the efforts during the present century to introduce free institutions among the Continental nations of Europe, the professors and students in the universities have, as a class, hazarded the most, and suffered the most? Sagacious observers, judging after the event, may pronounce these men precipitate,—blame them for plunging the masses into a conflict for which they were unprepared, and which has ended, as might have been expected, in riveting their fetters more strongly than ever. They may do more; they may hold them up as a warning against theoretical politicians and reformers; some may even have the heart to deride them as martyrs and confessors to a folly, to a dream. All this I can understand; in part of it I am

disposed to concur; but I cannot understand how any one, in the face of such facts, should still insist that the influence of colleges is adverse to human progress, or that liberal studies disincite men to take part with the people against their oppressors.

Indeed, this whole charge is a striking instance of the power of mere assertion and reiteration to give currency to an opinion which, whether well-founded or not formerly, is now not only untrue, but the opposite of true. To whom is it owing that the physical sciences have made more progress during the last quarter of a century, than in any two centuries which preceded it. I will not say, to colleges wholly; but I believe I may say, to colleges mainly. Even in theology, which for obvious reasons is more stationary than any other science, wherever theological schools or colleges are established, I care not on what foundation, and the lights of a varied and concentrated erudition are brought to bear upon the study of the sacred Volume, we soon begin to see a progress. So noticeable has this at length become, that cautious men have begun to feel that danger is not on the side of stability, but on the side of change. The passion for making discoveries, for original investigation, for new ideas, has seized us all. This love of innovation is also beginning to show itself, not merely in results, but in the methods of study; and the danger is, not that we shall attempt too little, but too much; that the practicable will be lost, or compromised, in a vain striving after the impracticable.

Another objection sometimes made against colleges, especially in this country, is, that they are essentially aristocratical institutions; that they are anti-democratic in principle, inasmuch as their tendency is to uphold a privileged or favored class.

Here, again it is not difficult to trace to its source the natural jealousy, on the whole salutary, which has given birth to this charge. Colleges, of course, are for the most part, founded and endowed by the rich; they are also frequented by the sons of the rich, whose social position and means of expense sometimes, though not often, give them there, as they do their fathers in general society, an artificial and undeserved consequence. Add to this, that in some countries they are aristocratical institutions. In England, for example, political and religious causes have conspired, ever since the Reformation, to make Oxford and Cambridge little more than what they have sometimes been called,—the great finishing schools for the sons of the nobility, and gentry, with a sprinkling of talent from the middle classes, mostly intended for the church. There are also other countries in Europe, Austria, for example, where the whole scheme and apparatus of instruction, from the lowest to the highest, are avowedly conceived on the plan, not of making good scholars, but good subjects; and every body knows what absolute governments mean by *good subjects*. I do not seek to hide or extenuate these facts. View them, however, in what light you please, they do not originate in the constitution of colleges, as such, but in the general constitution of society, or in the social or political structure of particular states.

If, then, we turn from these mixed and anomalous cases, and look at the constitution of colleges, as such, we must admit that, so far from being anti-democratic in principle, they are eminently the reverse. In them, theoretically, at least, merit determines rank; natural nobility is everything; the nobility of birth and wealth nothing. And history shows that it is not so in theory alone. Throughout the Middle Ages the Church constituted almost the sole democratic element in society; that is to say, it opened a way, and almost the only one, by which the gifted and active in humble life might raise themselves to the highest places. But it did this mainly through its great conventual and cathedral schools or colleges, which had the effect to reveal talent wherever it existed, to persons who knew how to appreciate talent, and turn it to account. And so in modern times. I do not mean that colleges are the only avenues to distinction, which are here open to all; it is the glory of a free country like ours, that every avenue to distinction is open to all. Extraordinary administrative talent, extraordinary capacities for business of any kind, if accompanied by industry and integrity, are sure to raise a man to eminence. Our great merchants, many of whom began with nothing, are great men; some of them, as was said of those of Tyre, "are princes"; but so, likewise, are our great scholars. It is a sad page in the history of letters, which records the early struggles of the poor scholar;—the father laboring beyond his strength, the sister ready to give up her last indulgence, and the mother her last crust of bread, that he may complete his education. But soon the scene changes, and we behold that poor scholar standing erect and self-confident before kings.

I am aware that this objection is sometimes made to assume a subtler form; it is said, that the poor scholar, as soon as he takes his place among aristocrats, becomes an aristocrat himself. That there have been cases of recreancy of this sort, under circumstances peculiarly offensive, I do not deny; but I believe that they exist much oftener in the jealousies and suspicions of persons who would be glad of an opportunity to do the same thing, and think this evidence enough that all do it who can. At any rate there are considerations, not applying to distinction won in business and by wealth alone, which are likely to keep the educated man true to his early professions and

sympathies. In the first place, I may mention again the liberalizing effect of his studies; then, too, as a writer or public man, he is more entirely and publicly committed to his principles, which makes the abandonment of them more difficult; and even if all other motives should fail, there is the pride of intellect, which finds its gratification, not in going over to other men's opinions and ways, but in bringing them over to his.

And what shall I say of that part of the charge which represents colleges as upholding a privileged or favored class? That they uphold a learned class, and that without them no such class could well exist, I readily admit; but why this class should be called a privileged or favored class, I am yet to learn. By a privileged or favored class, taken in an objectionable and offensive sense, I understand a class which is better paid than others, or which the community is, in some way or other, heavily taxed to support. But this certainly cannot be alleged against the learned class with any semblance or shadow of justice. I do not say, as some have done, in their eagerness to repel the charge, that no labor is so ill-requited as intellectual labor; for this would not be true. Of course intellectual labor, considered generally, is at a higher rate than manual labor; but the intellectual labor which is at the highest rate is administrative and financial, and not learned. You pay the agents and treasurers of your great corporations more than you do your judges. A privileged or favored class forsooth! Take the whole profession of teachers in this Commonwealth, including religious teachers, whose work is not only intellectual, but learned. Looked to as a means of obtaining an independence, or even a competency, who will pretend that it holds out a better prospect, or so good a prospect, as many of the mechanical trades? At the same time, I do not suppose that complaints, or remonstrances, or agitation, are likely to be of much avail in this case. The evil, as in respect to most other depressed and suffering classes, is doubtless, for the most part, the consequence of a law in political economy; the supply is greater than the demand. But where the majority of a learned body are confessedly over-worked and under-paid, it is a little too hard to turn round upon them, and mock their poverty by calling them, in a worldly sense, a privileged or favored class.

But the gravest objection to colleges, and that which is most frequently in the mouths of considerate and good men, is drawn from the moral dangers, real or supposed, by which they are beset.

For a full discussion of this important topic I have not time; and, besides, it would lead to statements and counter-statements, some of which would be out of place on an occasion like the present. But it must not be passed over in silence, nor with a mere declamatory appeal, of which, as it seems to me, we have had quite enough, as its tendency is to leave a false impression as regards the actual state of things, and to create vague and unreasonable expectations.

As the inmates of colleges are collected from the whole community on no principle of selection, except, perhaps, that of worldly competency, which is not a moral distinction, it follows almost necessarily that all moral tendencies are represented there, from the best to the worst. It is not true, as a general rule, that bad moral tendencies begin to be developed there; the whole responsibility of colleges consists in this, that these tendencies, being freed from many domestic and school restraints, find opportunity there for a more rapid development. With a few, a very few melancholy exceptions, the future course of a student, both morally and intellectually, may be predicted with an almost unerring precision by the end of the first term. In my communications with parents, there is nothing which has perplexed me more, than my apparent inability to make them understand this plain statement, that to three quarters of every class, college is one of the safest places in the world, to the other quarter, one of the most dangerous.

But some may ask, Why this distinction between the three quarters, who, according to the ordinary measures of human imperfection, are upright and strong, and the one quarter, who are weak and frail? Why not bestow more care on the one quarter who are weak and frail, and make them all upright and strong?

I will begin my reply to these questions by telling the public a secret. Even as it is, more than half the care of every College Faculty in this country is actually bestowed on the one quarter who are here commended to their special attention. Is not this their full proportion? Are they alone to be thought of, and the rest neglected? But perhaps it will be said, that want of success is proof that the care is not wisely bestowed. If by want of success is meant, that colleges are not as successful in this respect now as formerly, or here as elsewhere, a fair allowance being made for the difference in general society, I deny it utterly. If, on the other hand, the words are to be taken absolutely, if you are expecting that there are to be absolutely no failures, you are expecting from colleges what is to be found nowhere; what never has been, and never can be, until God shall change the constitution of human nature.

Let me not be understood to mean, that colleges, as at present conducted in this country, are in all respects what they ought to be, and might be. Some of the difficulties are, I suppose, irremediable

Young minds are full of good principles and dispositions; but these good principles and dispositions have not taken the form of habit; that is to say, they have not become *character*, but act as impulses only; and the best impulses cannot be depended on like character. Public opinion in colleges, which has so much to do with the morality of most persons, is also subject to an obvious defect. It does not grow up, like the public opinion of the world, out of an amalgamation of the opinions of the young and old of all classes, one extreme balancing and correcting another: it grows up out of an amalgamation of the opinions of young men of a single class, and of course is liable to all the prejudices and illusions of that age and class, only made more intense by a sense of numbers. Furthermore, these evils are aggravated in American colleges by the circumstances that undergraduates, or at least two lower classes of undergraduates, though they are of an age, and in general are pursuing the studies, proper to a high school, are put under college or university discipline; that is, are left, for the most part, to take care of themselves. Something is done by the daily routine of study, and by the personal influence and intercourse of teachers to limit this danger; as much, I am inclined to think, as ever was done, and, judging from the records of this College, and from my own recollections and experience, with as much success. More, however, might doubtless be done. I concur, therefore, in the feeling, so frequently and earnestly expressed by some of the best friends of the College, that what is most needed here, as a means of greater moral security to the students, is the constant service of a holy, devout, earnest preacher and pastor. I am aware of the obstacles to such a measure; but, so all-important is the end proposed, I cannot help thinking that, in the minds of sensible and practical men, these obstacles will soon be found to give way. For my own part, the religious opinions of the candidate would be a secondary matter, provided only that he had the necessary power of personal influence, and the right spiritual endowments.

Meanwhile nothing is gained, as it seems to me, by exaggerating the evil or the danger. In this College, and under the present constitution of things, as much religious instruction is given as ever, and in addition to this the students have access to all the other and usual means of Christian nurture. About one third of the undergraduates pass their Sundays at home; about one quarter worship in the different churches in this city; and the rest, in the College Chapel. If any should say, that this is found to be of no effect, they speak without reason, and against evidence. Some, I know, are disposed to infer the irreligious condition of colleges in general, and of this College in particular, from the fact that fewer graduates go into the ministry now than formerly; but it is easy to see that this is owing much more to the altered state of the Church, than to the altered state of religion. The same remark is applicable to the growth of extravagance and expense in colleges, which is a constant theme of complaint, and of just complaint. Who does not know that this also is to be traced to changes in general society, much more than to any changes in colleges, or to any thing which any changes in colleges could prevent? If you would reform colleges effectually, in this respect, or in most other respects, it would be better to begin by reforming general society, and especially what is called "good society." Again, there are those who can see nothing but a total secularization of colleges in the circumstance that the teachers are now seldom taken from the clerical profession. This, however, is not because less importance is attached to religion, or to the religious character of teachers, but because teaching has become a profession by itself, made necessary by the demand of a higher special preparation. When a vacancy occurs among teachers, it is likely, of course, to be supplied out of the number of those who have specially fitted themselves for it.

Next to religion, there is no subject on which there is so much cant as education; and the cause of it is the same in both cases. All men have occasion to speak of both, and many persons speak at a venture, or are tempted to say what they think they *ought* to think, and not what they think in reality. This cant is the more to be regretted, because its tendency is to dishearten practical educators, and hinder them from attempting useful reforms in education; for, as far as it prevails, it indicates one of two things: either that the people are expecting what is impossible, or that they do not know what they want. These reforms must be left, as it seems to me, in the hands of practical men, and not in the hands of practical men in general, but of practical educators; inasmuch as, for reasons mentioned above, it will not do to argue from human nature and public opinion as manifested in the world, to the human nature and public opinion of colleges.

To all that has been said, some may reply, We have no objections to colleges, but only to their being encouraged and supported at the public expense. The common schools are for the poor, and ought, therefore, to be an object of the public care; but colleges are for the rich, and hence may safely be left to take care of themselves.

I warn the people, and the friends of the people, against this doctrine. To adopt it would be to act in concert with that portion of the rich, who avow it to be their policy, as it unquestionably is, to make the highest culture as expensive as possible in order to exclude competition,

or secure a monopoly to their own children, to whom the expense is nothing. Colleges are, it is true, for the rich; it is a great public advantage that their sons should be educated there, whether they become distinguished as scholars or not.

They will have leisure to occupy, and wealth to dispose of: and it is of great importance, even in a public point of view, that they should know how to do both with wisdom, refinement, and taste. But colleges are not exclusively for the sons of the rich: they are for all those, whether rich or poor, whose character and natural gifts and aptitudes mark them out for success and eminence in science and letters. The problem is, to hold out encouragement to such persons, without having it operate, at the same time, as a lure to the idle and incompetent: and I think with your Excellency, that in the recent act for the establishment of State scholarships the Legislature has solved this problem with admirable wisdom.

And let not the munificence of the Legislature or of individuals be restrained by the cry, that, do what we may, we never can rival the princely institutions of learning in the Old World. A large proportion of these princely institutions of learning in the Old World would not continue to flourish for an hour, if the patronage of government were to be withdrawn. The Rector of the University of Munich, in an address delivered to the students last year, expresses himself strongly to this point. "It cannot be denied that in our days a great majority of students resort to the University only for the end, and with the purpose, of some time or other attaining to a public appointment in this way. If this end could be accomplished without the evidence of completed university studies, the number of those resorting to the most frequented universities would surely be counted not by thousands but by hundreds."* Why say that the possibility of rivaling or equalling such institutions is placed for ever beyond our reach? I suppose that the people of the Old World are not any older when they are born than we are, and that they do not know any more than we at that time. Whatever they know, they, like us, must learn afterwards: the difference, therefore, must grow out of a difference of facilities, and these facilities must consist, for the most part, in books and in men. As good men we can have; for we can send our own, as is not uncommon now, to be educated under all their advantages; and besides, as we have found, in more instances than one, we can have the best of their men. And what shall I say of books. There is nothing of which it is so difficult to convince men who are not scholars, as of this crying want of books, of all the books that enter into the history of any and every important discussion. Among scholars, however, nothing is more discouraging, more fatal to ambition and high endeavor; for with what heart can they undertake original investigations in the existing state of science, or letters, knowing beforehand, as they must, that many of these investigations will soon be arrested by the failure of the necessary authorities, and all their labor be lost? When, however, we consider how much a single individual has done in a neighboring city, not only to found a great library, but to provide for its continual increase, and reflect, at the same time, that the library of this College is likely to become more and more an object of the liberality of a whole community, whose liberality never fail, we need not despair.

We have been ridiculed for placing our golden age in the future, and not, as other nations do, in the past. But the vast and imposing destinies of this country are beginning to arrest the attention of those who a little while ago affected to despise us as a people of yesterday, without a literature or a history. Whatever civil or industrial distinction is in reserve for us, let us hope, let us believe, let us resolve, that it shall be crowned by an equal distinction in science and letters.

BAD SPELLING.—A gentleman wrote Dr. Francis the following note: "Dear Doctor:—I caught cold yesterday, and have got a little horse. Please, write what I shall do for them."

The following was the answer: "Dear P:—For the cold take a pound of butter candy. For the little horse, buy a saddle and bridle, and ride him out the first time we have fair weather.

Yours, Dr. F."

There is more fatigue in laziness than in labor. "How do you accomplish so much in so short a time?" said a friend to Sir Walter Raleigh. "When I have anything to do, I go and do it," was the reply.

A NOBLE BOY.—"Why did you not pocket some of those pears?" said one boy to another; "nobody was there to see." "Yes there was—I was there to see myself, and I don't ever mean to see myself do such a thing." I looked at the boy who made this noble answer; he was poorly clad, but he had a noble face. There are always two to see your sins, *yourself* and your God.

*Dr. Hieron v. Bayer, *Ueber die Bestimmung der Universitäten und den Beruf der Studirenden*, pp. 5, 6.

Miscellaneous.

EVERY CHILD HAS A RIGHT TO A GOOD PUBLIC EDUCATION.

It is not because a person is poor, that he can with propriety claim of the public a good education for his child. It is not a gratuity, which the public may or may not grant, as its benevolence induces, or its selfishness withholds. Though a man be as Cræsus, rich, and his neighbors poor, he can, by right, claim of them, that in common with him, they shall defray the expense of the education of his children. Though he has many children, and they none at all, the right is the same. Shall a man then say he does not wish to have his children educated at the expense of his neighbor? Or again, shall a man say that the law compels him to give his money to educate his neighbor's children, &c. Then the right of the thing is not understood. As well might a man say he does not wish to drive his team over a bridge built by the country or town; as well might a man say he was obliged to give his labor upon the roads to his neighbor.

The right arises from this: every child is, to a certain extent, the child of the public; of him the public will require certain duties—to fit him to fulfill these is, therefore, the duty of the public. From him the public will derive certain advantages; it is, therefore, under the most powerful obligations to fit him to yield them. The father of a child is under obligation to educate the child in respect to all those things which reflect advantages upon the child itself. Is it said that the child will be happier if educated to properly perform all its duties towards society, and therefore it is the duty of the father to thus educate the child. This does not exactly follow. It is the duty of the father to see that the child is thus educated; but it is not his duty to be at all the expense of it. It is his duty to see that the public educates the child, and pays the expense of educating the child in respect to its public duties. For it is evident enough that the recipient of benefits should pay the necessary expense. Scorned then be the idea that public schools are a kind of benevolent institutions, instituted for the benefit of the poverty of the land. No, viewed aright, it is a privilege to the public to have the education of children. Nothing adds so much to the happiness and prosperity of a society as a well educated people. If our hearts glow with gratitude, when we see the maturing wheat clothe our fertile fields, and rejoice because we hope soon to enjoy the well ripened fruit, how much more shall we be glad when, in our well educating schools we see the youth ripening into manhood, soon to bless us by their refining influences, and not less, our children and friends adorning society, and handing down our institutions, improved by their care, to the remotest generation. Nothing repays culture so well as boys and girls. It is a blessing to society, therefore, to educate them well.—*Iowa Journal of Education.*

SHOULD ALL CHILDREN BE COMPELLED TO ATTEND SCHOOL?

The position of Massachusetts on the subject of truant children is peculiar, and much in advance of other States, unless it be New York. It has adopted the compulsory system, and the results have been most happy, where the legal provisions have been carried out. Of the workings of the law in Boston, a gentleman of that city writes as follows: "The operation of these acts has proved very beneficial. They are strictly enforced, and have taken hundreds of both boys and girls, from the ruin and destruction attendant upon running wild in the streets, and have put them in the way of instruction and well doing.

The New York Legislature also passed a law at their last session, which is said to be an excellent one, and recognizes the principle that it is the duty of the State to protect and provide for the destitute and unprotected children. And if faithfully carried out will ultimately lead to the extension of that principle, so as to secure the proper training and education of every child in the State. In Rochester and elsewhere, public meetings have been held, and money raised by subscription to appoint persons, or commissioners whose duty it shall be to see that the provisions of the act are faithfully carried out. The increase of crime among the young is so great and alarming throughout the country, that mere self-protection is fast driving the citizens to take hold of the subject. Thus self-interest will often force men to do what benevolence should do, and do more effectually, because more promptly. We trust that in Chicago, there is enough love for these wretched children, to lead to the adoption of wise measures in their behalf, before we are driven to it by the melancholy experiences of older towns, with which we are already threatened. We give below the leading points in the enactments of Massachusetts:

Be it enacted, &c., That each of the several cities and towns in this Commonwealth, is hereby authorized and empowered to make all needful provisions and arrangements concerning habitual truants, and children not attending school, without any regular and lawful occupation, growing up in ignorance, between the ages of six and fifteen years;

and also, all such ordinances and by-laws, respecting such children, as shall be deemed most conducive to their welfare, and the good order of such city or town; and there shall be annexed to such ordinances, suitable penalties, not exceeding, for any one breach, a fine of twenty dollars; *provided*, that said ordinance and by-laws shall be approved by the court of common pleas for the county, and shall not be repugnant to the laws of the Commonwealth.

That any minor between the ages of six and fifteen years, convicted under the provisions of an act entitled "an act concerning truant children and absentees from school," passed in the year one thousand eight hundred and fifty, of being an habitual truant, or of not attending school, or being without any regular and lawful occupation, or growing up in ignorance, may at the discretion of the justice of the peace or judicial officer having jurisdiction of case, instead of the fine mentioned in the first section of said act, be committed to any such institution of instruction, house of reformation, or suitable situation, as may be provided for the purpose under the authority given in said first section, for such time as such justice or judicial officer may determine, not exceeding one year.

That every person who shall have any child under his control between the ages of eight and fourteen years, shall send such child to some public school within the town or city in which he resides, during at least twelve weeks, if the public schools within such town or city shall be so long kept, in each and every year during which such child shall be under his control, six weeks of which shall be consecutive.

That every person who shall violate the provisions of the first section of this act, shall forfeit, to the use of such town or city, a sum not exceeding twenty dollars, to be recovered by complaint or indictment.

If, upon inquiry by the school committee, it shall appear, or if, upon the trial of any complaint or indictment under this act, it shall appear that such child has attended some school not in the town or city in which he resides, for the time required by this act, or has been otherwise furnished by the means of education for a like period of time, or has already acquired those branches of learning which are taught in common schools, or if it shall appear that his bodily or mental condition has been such as to prevent his attendance at school, or his acquisition of learning for such a period of time, or that the person having the control of the child is not able, by reason of poverty, to send such child to school, or furnish him with the means of education, then such person shall be held not to have violated the provisions of this act.—*Pennsylvania Herald.*

HOW TO SECURE THE SUPPORT OF COMMON SCHOOLS.

One of the most important points to be gained by establishing and sustaining a system of general education, is to *interest the people in it*. It is not enough, therefore, that the people believe education to be important. This may be a general sentiment, and yet it may be very difficult, even impossible, to sustain a system of education.

It has been found by actual experience, that such a system as brings the subject most frequently and practically before the people, receives the most efficient and uniform support. There is no one of our States in which the common schools are so well sustained as in Massachusetts; and we think a glance at the system will explain why this is so.

The education fund of the State is quite small, distributing annually but little over \$30,000, while the actual cost of the schools is over a million. The law requires that one school at least shall be kept in each district, for a certain number of months in the year, and that the citizens shall raise a certain amount for its support. But while this *minimum is required*, the people *may* increase the number of their schools, or keep them longer, or elevate their character, to any extent they please, provided, they also pay the increased expense. It is a subject, consequently, which comes annually at least before the people of each district. So that the people tax themselves for carrying forward their school system. As a matter of course, there is great diversity of results, some districts raising more, some less; some keeping open schools of the best character during the entire year, others content with schools of inferior character during a shorter period. But there is not perhaps any district which does not rise considerably above the minimum required by law. The system is so arranged as to interest the people directly in every part of its conduct, and they manage and sustain their own schools.

In the other States, where the common school system has been adopted, the same provision exists to a greater or less extent. Even in Germany and the adjacent States, this principle is adopted, although not perhaps to the same extent. There the course of education is more distinctly marked out by law, and the tax required to sustain the public schools is levied and collected by public authority, but there are still several questions connected with the practical conduct of the system which come directly before the people for their deliberation and decision. This point, we repeat, is one of prime importance. No system of general education can be sustained unless the people be interested in it.—*Southern School Journal.*

THE RELATIONS OF TEACHER AND PUPIL.

An important means of promoting the usefulness of common schools is *diffusion of a correct knowledge and sense of the relations of teacher and pupil*. From the want of just and steady principles respecting these relations, the benefit of schools is often much abridged. Difficulties not unfrequently arise in school districts, and in schools themselves, from a want of definite views on the part of parents and teachers respecting the legal rights, powers, and duties of the latter. Perhaps the authority of the teacher is too general in its nature to be confined within bounds that shall exactly comprehend the various contingencies that may happen. If we should venture to say that the occasion for the use of authority must determine its limits, there might still be a wide diversity of opinion as to what should constitute an occasion for its use; and if all should agree as to the call for its exercise, they might differ widely as to the measure and mode of it. As there is great need of discretion in the teacher, there is also much need that discretion be allowed to him. His is an approximation to parental government, and, so far as the one approaches the other, so far should a similar discretion be conceded. Regarding then the teacher as, to a considerable extent and for the time being, in the place of the parent, we think that, as in the one case, so in the other, the law will not interfere with the exercise of authority, except where the bounds of reason are clearly transgressed, and the exercise of it works palpable injury to the subject of it, and tends thereby to make inroads on the social welfare. In doubtful cases public justice will lean to the teacher rather than to the pupil, as it presumes the discretion of the parent till the proof plainly forbids such presumption.

Unless we widely err, the due authority of teachers has, in many instances, been gradually frittered away, and the art of coaxing has been acquired instead of discreet *government*. In schools of from forty to a hundred scholars, where the number is nearly equalled by the variety, a morbid sentiment relies for subordination on the power of persuasion alone. Those who are governed nowhere else, and nowhere else persuaded, are expected to be held under a salutary restraint by the gentle sway of inviting motives. If we may suppose cases where this lenient power is strong enough to curb the wayward and subdue the refractory, we think it must be in cases where rare skill is applied to select specimens of human nature. We urge nothing against the power of persuasion within its reasonable limits, and we could wish that these limits were much wider than they are, as they doubtless would be with improved domestic education. Early and steady respect to authority at home, prepares the way for easy government in school, and whilst it is a perpetual blessing to the child, it is a present comfort to the parent and a service done to the public. Not till an even-handed authority creates the power of persuasion at home, may we expect its triumph abroad. Whatever value, then, we put upon its gentle influence, we think that, at least in schools, it is not good for it to be alone. Law, not a name, but a power, must have a known existence, and if this knowledge cannot be communicated by its letter, it should be acquired by a sense of its wholesome penalties. There are those so headstrong from long indulgence and from their habits of early domination, that to bring them to their duty in school, and to keep them from marring their own and others' good, by the gentle power of motives, would be as unreasonable an expectation as that of subduing the wild colt of the prairie without a thong or a bridle. To say that such should at once be turned out of school, is to say that they shall not have the very benefit which all need, and they more than others, the benefit of a well-governed school, to whose government their submission might be a salutary novelty. To expel a pupil from school should be done only by a cautious decision and as an ultimate resort. To inflict upon him this disgrace, and to deprive him of the advantages of education is, in some sense, to punish the community. Such a result may sometimes be unavoidable, but in most cases it may be shunned by the prevalence of a quick and strong sense, within the section, of the importance of a firm and well-sustained government in the school, and by leaving mainly to the discretion of him, who is held responsible for the success of the school he teaches, to find where persuasion can, and coercion must, do its work.

We are unwilling to dismiss this part of our subject, without pressing further the importance of a correct general sentiment respecting schools, both public and private, and of every grade. We think that much of the inefficiency of schools is occasioned by an unintentional and indirect interference of parents with the appropriate authority and influence of the teacher. It is an interference that works no less effectually because its operation is indiscreet and unsuspected. We refer to a home-bred influence that springs up by the fireside and around the table. It drops from the parent's lips on the heart of his child, to be carried into the gatherings of children in the neighborhood, and thence, with accumulated power into the school, there to injure, if not to frustrate, the best endeavors of otherwise competent and useful teachers. It takes the place of a salutary influence that might easily be exerted by the judicious and decided co-operation of parents

while their children are under the domestic roof. The indulgence of parental fondness humors the waywardness of the child, lends a willing and partial ear to his unfounded complaint against the teacher, entertains unjust suspicions of the latter's intellectual attainments, and discretion in government. Instead of placing the full weight of parental authority in the hands of the teacher, it takes away from those hands much of the authority which the deliberate and settled wisdom of the State has placed in them. We therefore respectfully, but with an earnest voice, call upon parents, by their tender and sacred regard to the best interests of their children, and by their enlightened respect to the general good, to refrain carefully from weakening the government and diminishing the usefulness of the teacher by hasty or ill-founded distrust of his competency or faithfulness, and to consider that, in the regulations of his school, and in his judgment of the character and conduct, the merit or demerit, of the scholar while under his eye, he has advantages for discernment which can be possessed by no one else; and to bear in mind that, as a general fact, the teacher feels his responsibility more deeply and constantly than others feel it for him, and that his reputation and disposition stimulate him to put forth his best exertions for the useful advancement of the school. Let them not forget that, while the children are in school, parental authority is passed away into other hands, and that neither the parent nor the scholar should entertain the thought that any remnant of domestic power may infringe on the supremacy of the teacher, whilst standing where the public will has placed him.—*Massachusetts Teacher*.

IMPORTANCE OF APPLICATION TO STUDY.

BY THOMAS CHALMERS, D. D.

It is by dint of steady labor; it is by giving enough of application to the work, and having enough time for the doing of it; it is by regular pains-taking, and the plying of constant assiduities; it is by *these*, and not by any process of legerdemain, that we secure the strength and the staple of real excellence.

It was thus that Demosthenes, clause after clause, and sentence after sentence, elaborated, and that to the uttermost, his immortal orations. It was thus that Newton pioneered his way, by the steps of an ascending geometry, to the mechanism of the heavens, after which he left this testimony behind him, that he was conscious of nothing else but a patient thinking, which could at all distinguish him from other men. He felt that it was no inaccessible superiority on which he stood, and it was thus that he generously proclaimed it.

It is certainly another imagination that prevails, in regard to those who have left the stupendous monuments of intellect behind them; not that they were differently exercised from the rest of the species, but that they must have been differently gifted. It is their talent, and almost never their industry, by which they have been thought to signalize themselves; and seldom is it adverted to, how much it is to the strenuous application of those common-place faculties which are diffused among us all, that they are indebted to the glories that now encircle their remembrance and their name.

It is felt to be a vulgarizing of genius, that it should be lighted up by any other way than by a direct inspiration from Heaven; and hence men have overlooked the steadfastness of purpose, the devotion to some single but great object, the unweariedness of labor that is given, not in convulsive and preternatural throes, but by little and little as the strength of the mind may bear it, the accumulation of many small efforts, instead of a few grand and gigantic, but perhaps irregular movements; men have overlooked these, as being indeed the elements to which genius owes the best and the proudest of her achievements.

They can not think that aught so utterly prosaic as patience, and pains-taking, and resolute industry, have any share in the upholding of a distinction so illustrious. These are held to be ignoble attributes, never to be found among the demi-gods, but only among the drudges of literature; and it is certainly true, that in scholarship there are higher and lower walks, but still the very highest of all is a walk of labor.

It is not by any fantastic jugglery, incomprehensible to ordinary minds, and beyond their reach; it is not by this that the heights of philosophy are scaled. So said he who towers so far above all his fellows: and whether viewed as an exhibition of his own modesty, or as an encouragement to others, this testimony may be regarded as one of the most precious legacies that he has bequeathed to the world.

Let me endeavour to guard you against this most common error of the youthful imagination, and into which you are most naturally seduced by the very splendor and magnitude of the work that you contemplate. The "Principia" of Newton, and the "Pyramids of Egypt" are both of them most sublime works; and looking to either as a magnificent whole, you have a like magnificent idea of the noble conception, or the one mighty power that originated each of them.

You reflect not on the gradual and continuous, and I had almost said creeping way, in which they at length emerged to their present greatness, so as now to stand forth, one of the stateliest monuments of intel-

lectual, and the other of physical strength, that the world ever saw. You can see, palpably enough, how it was by repeated strokes of the chisel, and by a series of muscular efforts, each of which executed not the force of a single arm, that the architecture was, lifted to the state in which, after the lapse of forty centuries, it still remains one of the wonders of the world: but you see not the secret steps of that process by which the mind of our invincible philosopher was carried upward from one landing-place to another, till it reached the pinnacle of that still more wondrous fabric which he himself has consummated.

You look to it as you would to a prodigy sprung forth at the bidding of a magician, or at least of one whose power were as hopelessly above your own, as if all the spells and mysteries of magic were familiar to him. And hence it is that naught could be more kind, and surely naught more emphatically instructive, than when he told his brethren of the species wherein it was that his strength lay; that he differed not in power, but only differed in patience, from themselves; and that he had won that eminence from which he looked down on the crowd beneath him, not by dint of a heaven-born inspiration that descended only on a few, but by dint of a home-bred virtue that was within reach of all.

There is much of weighty and most applicable wisdom in the reply given by Dr. Johnson to a question put to him by his biographer relative to the business of composition. He asked whether, ere one begin he should wait for the favorable moment, for the afflatus which is deemed by many to constitute the whole peculiarity of genius? "No, sir; he should sit down doggedly," was the reply of the great moralist. And be assured, gentlemen, that there is much of substantial truth in it.

Whether it be composition, or any other exercise of scholarship, I would have you all to sit down doggedly; or if you once bethink yourselves of waiting for the afflatus or inspiration, the risk is that the afflatus may never come. Again we repeat, that if at all ambitious of a name in scholarship, or, what is better far, if ambitious of that wisdom that can devise aright for the service of humanity, it is not by the wildly, even though it should be the grandly, irregular march of a wayward and meteoric spirit that you will ever arrive at.

It is by a slow, but surer path, by a fixed devotedness of aim, and the steadfast prosecution of it, by breaking your day into its hours and its seasons, and then by a resolute adherence to them; it is not by the random sallies of him who lives without a purpose and without a plan, it is by the unwearied regularities of him who piles the exercise of a self-appointed round, and most strenuously perseveres in them. It is by these that mental power, I will not say is created, but it is by these that mental power is both fostered into strength, and made tenfold more effective than before. Precise and methodical, and dull as these habits may be deemed, it is to them that the world is indebted for its best philosophy, and its best poetry.—*From an Address to the Students of St. Andrew's.*

pursuits and employments. The Schools are the fountains whence issue the intellectual wealth of the country, as are agriculture, commerce, and manufactures, the source of its material wealth; nor can the latter be developed without the culture of the former. Each class of Schools has its appropriate office in a system of Public Instruction, as has each employment in the material prosperity of a country; and the completeness of such a system depends upon the adaptation and efficiency of each class of the seminaries of learning established. The one, therefore, must not be countenanced and supported to the exclusion of the other; but all must be aided as far as possible, to fulfil their appropriate functions in the best manner.

In former years, liberal appropriations were made in Upper Canada to the higher seminaries of learning, while little was done for the support and improvement of elementary Schools. Latterly, this inequality has been, in a great measure, rectified; and now, with the bare exception of a school fee of one shilling and three pence per month, and that at the option of each School Municipality, the entire property of the country is made responsible for the Common School education of the country.

The same principle is applicable to our Grammar Schools and Colleges. Though the number of those taught by them are necessarily much less than the number taught by the Common Schools, yet are their operations equally essential to the highest advancement of a country.

There is, perhaps, a tendency in the public mind to undervalue the national importance of the higher institutions of learning. With a view of counteracting any tendency of this kind, and of imparting, as widely as possible to the popular mind, correct and enlightened views on this important subject, we have inserted the first article in this number of the *Journal of Education*, headed, "Universities and Colleges, as well as Common Schools, the interest of a whole People." It is the production of one of the most practical men and ripest scholars in the United States, and will well repay an attentive perusal.



TORONTO: OCTOBER, 1853.

EDUCATIONAL INSTITUTIONS OF A COUNTRY, ONE INTEREST.

The several pursuits of the professional men, merchants, manufacturers, agriculturists, mechanics and other classes, constitute the one great interest of a country—its intelligence and enterprise, its wealth and prosperity. The farmer and manufacturer are not enemies, but mutual helpers and co-workers in the material progress of a country; and so with each of the other kinds of employment. Mutual hostility would be mutual injury, while common co-operation will advance the common welfare. Justice and political economy have alike protested against class-legislation and government—that is, making and administering laws for the benefit of one class of the population, to the injury of other classes. The same principle applies equally to different classes of Schools as to different kinds of

TRUSTEES' BLANK ANNUAL REPORTS, &c.

With the *Journal of Education* for next month, (November,) will be sent to all the School Trustee Corporations in Upper Canada, blank school reports for 1853, and blank semi-annual returns for the second half of the year, with plain and full directions for filling them up. These blank reports and returns—upwards of 3000 each,—being sent out at so early a period, will afford Trustees and Teachers ample time to have them carefully prepared and transmitted to their Local Superintendents at the time required by law. They will be enclosed directly to the Trustees, with the *Journal of Education*, to save Local Superintendents the trouble of addressing them; but to meet special cases, a few extra copies will be retained, and sent to Local Superintendents, or Trustees, on application.

PROCEEDINGS OF MUNICIPALITIES IN REGARD TO PUBLIC SCHOOL LIBRARIES.

The Regulations and Catalogues of Books for Public School Libraries were sent to the Municipalities the latter part of August; and up to the 19th of September, the replies from which the following extracts are made, were received,—addressed to the Chief Superintendent of Schools, and affording, we believe, a fair indication of the feeling of the country generally, in regard to the most important step which has yet

been taken for the diffusion of useful knowledge. In witnessing the exemplification of such a spirit, and especially in new and thinly settled Townships, and comparing it with similar proceedings in other states, an Upper Canadian may well feel proud of his country, and anticipate for it a future of unrivalled intelligence and prosperity.

We may state in this place what has been communicated by letter to various parties:—

1. That in consequence of misapprehensions in several instances, and earnest requests, answers will be received from Municipalities to the Circular on Public School Libraries, until the 20th of October.

2. That Municipalities are not to advance any money for the Libraries until the books are available to them; of which they will receive due notice, as well as a notification of the apportionment of the Library Grant, as early in November as possible.

3. That any Municipality which shall signify its purpose to raise a sum of money for the establishment of a library before the first of next July, will be entitled to share in the present apportionment; but this purpose, together with the sum proposed to be raised, must be notified to the Chief Superintendent of Schools on or before the 20th of October.

4. That each Municipality from which no such notification shall have been received by the 20th October, will be considered as declining the present offer made for the establishment of a Public Library.

5. That immediately after the 20th October, the apportionment will be made to those Municipalities which shall have signified their wish to share in it and establish Public School Libraries, according to the terms and regulations published in the *Journal of Education* for July.

EAST FLAMBORO, TOWN CLERK'S OFFICE,
Waterdown, Sept. 5, 1853.

DEAR SIR,—I beg to forward to you the copy of a resolution passed by this Council on Saturday last, and also to assure you that the liberal offer of the Government through *you* was properly appreciated and readily acquiesced in, although to a limited extent in consequence of the funds of the Township having been mostly disposed of for the present year:

Moved by R. BAKER, and seconded by A. BINKLEY, and passed unanimously.

Resolved—That this Council appropriate the sum of Fifty Pounds C'y, to purchase a Township Library, in accordance with the provisions offered by the Chief Superintendent of Education of Upper Canada to Municipalities, and that the Reeve do forward the above amount before the 20th day of October next, and solicit the Chief Superintendent to make the selection and forward the Books.

(Signed) ALEX'R BROWN, Reeve.

R. N. HOPKINS, Township Clerk.

SEYMOUR, September 5, 1853.

SIR,—It is with extreme pleasure that I enclose you a copy of a resolution passed by the Township Council, at their sittings this day, and also a list of books which they particularly desire to possess in the proposed Township Library. The By-Law to assess the rateable property to the extent of £230 was passed also, and we shall be prepared to pay the sum of £200 by the 31st day of December next. You will perceive that our Council are in earnest when you consider that we are situated completely in the rear of the County, and the Township is one of the poorest.

I have &c.,

(Signed) HENRY ROWED, Reeve.

Copy of a resolution passed by the Seymour Township Council, the 5th day of September, 1853:

Resolved—That this Council fully appreciating the advantages to be derived by the establishment of Township Libraries, pledge themselves to raise the sum of *Two Hundred Pounds*, to be expended by the Chief Superintendent, conjointly with any sum to which the Municipality may be entitled from the public funds for the purpose of purchasing Books;—the money to be payable by the 31st day of December next. The Council cannot let the opportunity pass without expressing their sincere thanks for the untiring energy and zeal displayed by the Rev. Egerton Ryerson, in the cause of education and moral improvement. The Council also take the liberty of requesting that he will undertake to choose where the annexed list has failed in making the amount of books which the grant would cover.

(Signed)

HENRY ROWED, Reeve.

CHATHAM, Canada West, Sept. 7, 1853.

SIR,—I have the honour to acquaint you that the Municipal Council of the Township of Harwich, at a meeting held on the 23rd August, 1853, passed a By-Law for the purpose of raising the sum of £100 for the establishment of a School Library in that Township, and that the rate for same has been placed on the collection roll for 1853, to be collected together with the other rates.

I have &c.,

(Signed)

WILLIAM COSGROVE, Clerk,
M. C. Township of Harwich.

WOODSTOCK, September 8, 1853.

SIR,—I feel much pleasure in stating to you that by a resolution of the Municipal Council of the Township of North Oxford, that the sum of Twelve Pounds Ten Shillings, has been levied towards the formation of a Township Library. I regret much that owing to our Township being a very small and a very poor one, the Council did not consider themselves justified in levying a larger sum, but trust next year to increase it.

Perhaps you will be kind enough to make the selection of books which will be most suitable for us, and to let me know where and to whom to send the above amount.

I have &c.,

(Signed)

W. S. LIGHT, Reeve, North Oxford.

TOWNSHIP CLERK'S OFFICE,
HAMILTON, 8th September, 1853.

SIR,—I am requested by the Municipal Council of this Township, to inform you that they have voted the sum of Sixty Pounds, (£60) towards procuring a Library for this Township. And also, that they have resolved to allow the Chief Superintendent to select such books as he may think fit. The money can be paid by the 20th October, or before if necessary;—please say to whom, or to whose order it has to be paid over.

I am, &c.,

(Signed) GEO. STEWART, Township Clerk, Hamilton.

WOODSTOCK, 10th September, 1853.

REV. SIR,—I beg to inform you that the Municipal Council of the Township of Blandford, have granted Twenty Pounds, for the purpose of forming a Township Library. This sum can be forwarded to you at once if required.

I also beg to state that the Council have requested the Township Superintendent to make the selection of the books.

I am, Rev. Sir, &c.,

(Signed)

JOHN BARWICK, Reeve.

PETERBORO', 10th September, 1853.

SIR,—With reference to your circulars in the *Journal of Education*, on the subject of School Libraries, the Board of Trustees of the Peterboro' Union School, held a special meeting, yesterday evening, and passed a resolution, of which the following is a copy:

"Moved, seconded and carried unanimously,—That with the view

of availing of the Government appropriation, for the formation of School Libraries, and in accordance with the Chief Superintendent's Circular—the sum of Fifty Pounds be raised by taxation, and placed on the estimate of required expenditure for the year 1853—as an equivalent towards the formation of a Library for the Peterboro' Union School, and that the Secretary do forward a copy of this resolution to the Chief Superintendent for his information."

I have, &c.,

(Signed) F. FERGUSON, Sec'y B. Trustees.

NAPANEE, 10th September, 1853.

SIR,—I beg to inform you, that the Municipal Council of the Township of Richmond, has appropriated the sum of Twenty-five Pounds Cy., for the purpose of procuring a School Library, and that the money will be paid by the Twentieth of October next, according to the terms of 3rd August last.

The Council request that you will be kind enough to make a selection of such works as you may think best.

Your obd't serv't,

(Signed) WM. V. DETLOR, Clerk, of Richmond.

PINE GROVE MILLS,

S. S. No. 12, VAUGHAN, September 13th, 1853.

REV. SIR,—In conjunction with Wm. R. Grahame, Esq., and Mr. Bywater, I have selected from the Catalogue, published in the *Journal of Education*, Books amounting to £75, in hopes that in addition to the £50 raised by assessment, our portion of the Government appropriation applicable to School Libraries, will reach at least one-half of that sum. The money is in hand, and the Trustee-Treasurer, Mr. Bywater, will attend to the business without delay.

I remain, &c.

(Signed) J. W. GAMBLE.

TOWNSHIP OF BIDDULPH, September 13th, 1853.

REV. SIR,—I am directed by the Municipality of the Township of Biddulph to forward to you a copy of a Resolution passed by the Council at its last sitting, appropriating a sum of money for the purchase of a Township Library.

Resolved,—That the Council feels it to be their duty to avail themselves of the privilege held forth by the Government appropriation to purchase a Township Library,—for which purpose they have appropriated the sum of Fifty Pounds out of the funds of the Township for the current year, which will be available about the middle of December next.—Carried.

(Signed) JOHN ATKINSON, Township Reeve.

TOWNSHIP OF ORO, September, 13th, 1853.

SIR,—I received your *Journal of Education* on the 10th instant, which I laid before the Council on the 12th, and they have passed a Resolution, that the sum of Twenty Pounds be remitted to you without delay, for the purpose of purchasing a Township Library.

I have, &c.

(Signed) DUNCAN CLARK, Township Clerk.

TOWN HALL,

TOWNSHIP OF GOULBOURNE, September, 13th, 1853.

REV. SIR,—In accordance with your Official Circular to Township Councils upon the establishment of Public School Libraries, I am directed by the Municipality of the Township of Goulbourne to inform you that, they have appropriated the sum of £20 for the purchase of a Township Library, which sum will be forwarded to you before the 20th October next, in order that the books may be procured before the close of the navigation. I am further instructed to add, that the Council regrets very much the sum is so small for a purpose so desirable. The state of the funds of the Municipality not being such as to admit of a larger appropriation, and not having taken the subject into consideration at a date sufficiently early to enable them to levy a tax for that purpose during the present year.

With regard to the selection of the books, I am directed to state

that, having unbounded confidence in your judgment and ability, they request you will be kind enough to act for them.

I have, &c.

(Signed) CARLETON CATHCART, Township Clerk & Treasurer.

MULMUR, 14th September, 1853.

SIR,—I am directed by the Reeve and Council of the Township of Mulmur to let you know, that, at the sitting of the said Council on the 12th inst., the Council passed by By-law, to levy and raise by a tax of one half-penny in the pound on all rateable property on the Resident Roll of said Township, for the purpose of enabling the Council to establish a Township Library, and it amounts at the above rate to the sum of £26 12s. 9d.

I am, Sir,

Your Obedient Servant,

(Signed) JOHN LITTLE, Township Clerk, Mulmur.

MARLBOROUGH, 14th September, 1853.

SIR,—By desire of the Reeve and Council of the Township of Marlborough, I send you a copy of a resolution adopted by the Council of said Township, granting the sum of Fifty Pounds, for a Township Library, which sum will be available on the 1st of October next.

Resolved—That this Council feels anxious to avail themselves of the privilege held forth by the present Government appropriation, to purchase a Township Library, for which purpose they have appropriated the sum of Fifty Pounds out of the general funds of the Township, which will be available about the 1st of October next.

(By order,)

EDWARD MILLS, Township Clerk.

CLERK'S OFFICE, ADELAIDE, Sept. 14, 1853.

REV. SIR,—I am commanded by the Municipal Council of the Township of Adelaide, to inform you that they have appropriated Fifty Pounds for the purchase of a Township Library, and that the money will be forwarded to you previous to the 20th day of October, in accordance with your Circular.

I have &c.,

(Signed) JOHN A. SCOON, Township Clerk.

TOWN CLERK'S OFFICE,

WALPOLE, 14th September, 1853.

SIR,—I am instructed by the Municipal Council of Walpole, to communicate to you, that the sum of Fifty Pounds Cy., has been appropriated to the establishing of a Township Library, and that one-half of the said sum will be forwarded to you per mail previous to the 20th October, (unless you advise any other mode of transmission,) the Council being anxious to obtain books for the ensuing winter; the other half of the appropriation will be ready by the latter part of December. Accompanying this is a selection of books made by the Council, for the Township Library, and with any further amount that may be available from the apportionment of the Public Grant for this purpose, the Council respectfully request you to select such books as you consider advisable.

I have &c.,

(Signed) JOHN HEASMAN, Town Clerk.

CLERK'S OFFICE, TOWNSHIP OF STEPHEN,

14th September, 1853.

REV. SIR,—I feel great pleasure in communicating to you the pleasing intelligence that the Stephen Township Council at their last sitting, passed a resolution appropriating the sum of Forty Pounds from the general funds of the Municipality, for the purpose of establishing a Township Library, which sum will be available about the first day of January next.

I have &c.,

(Signed) THOMAS TRIVITT, Township Clerk.

INGERSOLL, 16th September, 1853.

REV. SIR,—I am directed by the Board of School Trustees, for the village of Ingersoll, to inform you, that we have passed a resolution for the Council of the village to tax the property within the Corporation,

to the amount of Thirty Pounds, cy., for the purpose of availing ourselves of the Government grant, for forming a *Public School Library*, for the use and benefit of the Inhabitants of the village, which sum will be collected with the other Taxes, and will be sent to you by the end of the present year.

I am also directed to inform you that the enclosed list of books is what we wish you to select the above amount from, leaving the balance of them till we receive the Government grant.

The Board furthermore directs me to inform you that it is with the greatest degree of pleasure they have commenced the duties of forming a Library, knowing well that it is a noble effort to direct aright the education of the people even after they have left the Common School, and they hope that your efforts will be seconded by the people throughout Canada.

I have, &c.
(Signed) JOHN BUCHANAN, Secretary,
Board of School Trustees, Village of Ingersoll.

BRAMPTON, 16th September, 1853.

REV. SIR,—I have the honor to inform you that the Board of School Trustees for this Village, have resolved to appropriate the sum of Twenty-five Pounds, Cy., for the purchase of a Common School Library, the amount to be paid into the Education Office on or before the 20th of October next, and have named a Committee to select suitable books from the catalogue.

By order of the Board.
(Signed) JOHN HOLMES, Secretary and Treasurer.

TOWNSHIP CLERK'S OFFICE,
WATERFORD, September 16th, 1853.

SIR,—It is with great pleasure that I have to inform you that the Municipal Council of the Township of Townsend held a Special Session on Thursday the 15th instant, for the purpose of taking into consideration the present grant for Libraries, when the Council unanimously resolved to appropriate the sum of Fifty Pounds out of the Township funds for the purchase of a Library, which amount will be available about the first or middle of October next. I have also to inform you that it is the wish of the Council that you will act in their behalf in the selection of the books that they will need, as you will be better prepared to make a good selection than they possibly can be.

I have, &c.
(Signed) NELSON BROUGHAM, Township Clerk.

PRESTON, 16th September, 1853.

REV. SIR,—Enclosed I beg leave to send you a list of the books desired for the Preston Library. The Board has decided to raise, for the present year, by taxation, the sum of Twelve Pounds and Ten Shillings, which money will be payable in January or February next.

I have, &c.,
(Signed) OTTO KLOTZ, Secretary Board of Trustees.

DEMORESTVILLE, September 16th, 1853.

SIR,—I have the honor to inform you that the Municipal Council of the Township of Sophiasburgh has appropriated the sum of One Hundred Pounds for the purchase of a Township Library.

The money and a Catalogue of Books will be sent you by the 20th October next.

I am, Sir, your obedient servant,
(Signed) A. GREELEY, Reeve.

COBOURG, September 17, 1853.

DEAR SIR,—The Board of Common School Trustees for this Town instruct me to write you, in reference to the establishment of a Common School Library.

1st. They will pay to you, or as you may instruct, the sum of Fifty Pounds, by the 20th October, so as that the books may be ordered forthwith.

2d. They desire that you will select for them (in accordance with your proposal to that effect) such a Library as they will be entitled to, adding this sum to their share of the Library Grant.

All feel assured that you are the best judge of what kind of books we require in the establishment of the Library, and that it will be your aim, as it

would be the aim of the Trustees, to make such a selection as will be most useful, and as will make the project popular.

I have, &c.,
(Signed) JOHN BEATTY, Jun.

SIR,—I have the honor, by command of the Municipal Council of the Township of Tilbury East, County of Kent, to inform you that the sum of Twenty-five Pounds have been levied, and will be collected and placed at your disposal on or before the 20th October next, for the establishment of Township Library, exclusively for the purchase of books.

I have, &c.,
(Signed) JOHN CLARK, Township Clerk.
Tilbury East, 16th September, 1853.

LOWTH, September 17th, 1853.

SIR,—I am directed by the Municipal Council of the Township of Lowth to forward to you a copy of a resolution, passed by the Council, appropriating the sum of Fifty Pounds for the purchase of a Township Library.

I have, &c.,
D. BRADT, Reeve.

Moved by Mr. SICARD, and seconded by Mr. BALL, and
"Resolved—That this Council do grant the sum of Fifty Pounds currency for the purpose of establishing a Township Library for this Township, and that the Reeve do issue his cheque upon the Treasurer for that amount, when required."

(A true copy) A. MARTIN, Town Clerk.

BRANTFORD, 17th September, 1853.

SIR,—I have the honor to inform you that, on the receipt of your last circular, I called a meeting of the Board of School Trustees in this Town, for the purpose of taking into consideration the subject of your circular. The Board passed a resolution to the following effect:—"That the sum of £100 be raised before the 1st June next, for the purpose of establishing a School Library in Brantford." The Board are exceedingly anxious to have a good Library established here, and are duly sensible of the trouble taken by you, and your anxiety to promote this laudable object.

I have, &c.,
(Signed) CHARLES ROBINSON.

DARLINGTON, September 17th, 1853.

SIR,—I have the honor to transmit the following resolution, which was adopted by the Municipal Council of the Township of Darlington at its last meeting. The Council have appointed a committee to make a selection of books from your General Catalogue.

The numbers of the books selected and the money we hope to be able to forward to you by the 20th of October.

I have the honor to be, Sir, your obedient servant,
(Signed) R. WINDATT, Township Clerk.

"Resolved—That this Municipality receives very favorably the proposition of the Chief Superintendent and Board of Education, to furnish this Municipality with a Circulating Library, and that this Municipality appropriates the sum of Fifty Pounds (£50) for that purpose, and that the Clerk do communicate the same to the Chief Superintendent of Education."

MATILDA, 17th September, 1853.

SIR,—In conformity with a resolution passed by the Council of this Municipality this day, I have to acquaint you that a resolution was passed by them, pledging this township for the amount of One Hundred Pounds, to establish a Library, and a Bye-Law will be passed in accordance with said resolution, and that they will endeavor to have the amount by the 20th October, 1853, so that the books may be procured by navigation. In fact, the money is ready to be sent when required, and I will send you a list of works at the earliest possible date.

JOHN LAING, Township Clerk. (Signed) JACOB BROUSE, Reeve.

LONGUEUIL, September 17th, 1853.

DEAR SIR,—I have much pleasure in forwarding to you the purport of a Bye-Law of the Municipal Council of the United Townships of Longueuil and Alfred, in which they have appropriated the sum of Seventy-eight Pounds currency for the establishment of a Township Library; twenty-six pounds of which is appropriated out of the Tavern Licence Fund; thirty-four pounds raised by assessment on the taxable property, and eighteen pounds raised by subscription.

The amount of the subscription and the twenty-six pounds out of the Tavern Licence Fund will be available and placed at your disposal on or before the 20th of October. The amount assessed on property will be available about the 1st of January next.

I have, &c.,
(Signed) CHAUNCEY JOHNSON, Town Reeve.

BROWNSVILLE, Township of King, September 19th, 1853.

REV. SIR,—I beg to inform you that the Municipality of King passed a Bye-Law, on Saturday last, to raise by assessment the sum of One Hundred and Fifty Pounds, to be applied to the purchase of books for a School Library in this Township. The money will be ready about the 20th October prox. The Council have also appointed a committee to select from the Catalogue sent by you, such books as they may think proper.

Yours, &c.,
(Signed) GEORGE HUGHES, Town Reeve, King.

P. S. Since the foregoing was in type, replies have been received, and are being almost hourly received, from various other Municipalities, evincing similar proceedings and spirit with those noticed above. When the population and resources of some of the Townships are taken into consideration, the enlightened liberality of their exertions must be regarded as particularly noble, and worthy of admiration. For example, the entire population of the new Township of Stephen is, according to the last census, only 742; yet they propose to raise by assessment the sum of £40 for Public School Libraries.

We hope no Township Municipality in Upper Canada will hold back and deprive their population of the proposed facilities and advantages of useful knowledge; but that every Municipality will be doing something, in so noble and needful a work, before the 20th instant.

SUGGESTIONS TO TRUSTEES.

Many applications are made to the Education Office for Teachers, who have attended the Normal School. We are able frequently to recommend Teachers, in compliance with these applications; but in not a few instances we are precluded from doing so, because the Trustees applying do not state the salary they are prepared to give the Teacher. Often an answer is returned, inquiring the amount of salary they are prepared to pay; and thus two or three needless letters are exchanged, and unnecessary delay is occasioned. Trustees cannot suppose that any Normal School Teacher, would spend the time and money to visit their locality, (generally from 50 to 200 miles distant) upon an uncertainty.

It is, therefore, quite useless for Trustees to apply to the Education Office to recommend them a Teacher without stating at the same time, the salary they are willing to pay him.

We would likewise suggest that these applications be limited as far as possible to the Autumn and Spring, before the close of the Winter and Summer Sessions,—the one closing the 15th of October, and the other the 15th of April. At these periods of the year, Normal Teachers can be more readily obtained, by application to the Education Office, than at any other time.

ROBERT STEPHENSON, AND THE BRITANNIA BRIDGE.

Mr. Stephenson, the great Engineer of the age, is now becoming largely identified with the interests of Canada, by his professional connection with our Railways, and the projected plan of a Railway Bridge over the St. Lawrence, at Montreal. The addresses which he has delivered in Montreal, Belleville, Toronto and other places in Canada, have been widely published

in the newspapers and universally read. In nearly every notice of Mr. Stephenson, allusion is made to the great triumph of scientific skill in the construction of the Tubular Bridge, over the Menai Straits—thus forming a Railway connection between the Isle of Anglesey and North Wales. The best popular description we have seen of that great work is given in the *New York Observer* of the 1st September, by one of the Editors, who is now travelling in Europe. We are sure our readers will peruse it with interest. It is as follows:—

We landed at Holyhead, and there the railway took us on along the coast, giving us a view of the sea on one hand, and a fine rolling country on the other. But there was nothing of interest to speak of till we came to the Tubular Bridge over the Menai Straits. This I regard as the greatest mechanical wonder of the world, and if my admiration of it had been great when reading the many and graphic descriptions we have had of it, my wonder and pleasure were greatly increased when I came to see it. The cars swept through the tube fifteen hundred and thirteen feet in length, and we had no other sensation than that of passing through any other covered bridge; but as soon as we reached Bangor, and the train paused, I left it, and let it go on without me, while I returned to study this stupendous work. The problem to be solved by the Architect was this—to build a bridge 1,500 feet over an arm of the sea, so high in the air as to permit the loftiest masts to pass under it, and without piers to obstruct the navigation. The point on the straits selected for the purpose was fortunately provided with a rock rising from the water, and nearly in the midst of the straits.—This was the base of the pier, but then the bridge, without a braw, must stretch 472 feet to one shore, and 450 to the other, and at the height of at least a hundred feet above the sea. Mr. Stephenson the architect, devised, and under his superintendence was executed his work, which promises to stand an enduring monument of ingenuity, enterprise, and perseverance, under difficulties the most disheartening and to ordinary minds insurmountable. To the work he brought, as the first and chief element of success, his own genius and courage, and to these he added 1800 men, for whom cottages were built along the shore, as the labour of years was before them. The bridge is to be of iron, nothing else: it is to hold itself up without an arch, and without steel cables to bind it to the rocky shores. It is to be built on the shore, to be floated on the water, and then raised perpendicularly, and stretched horizontally from land to land. Can it be done? The world laughed, and wise men said, no it could not be done, and it would fall of its own weight if it were done. The man of science pushed on the mighty work. Plates of iron were riveted together, and a tube, not round, as most people suppose, but square, or rather rectangular, being thirty feet high and fourteen feet wide, was built: the labour of this army extended through four and a half years. Two millions of rivets hold these iron plates in their tenacious grasp, and the tubes weigh no less than eleven thousand three hundred and sixty-six tons! During these years, these shores presented the busiest and most exciting of peaceful scenes. Schools and churches were built for the families gathered here. The arts of life were drawn around the settlement, and it was as if a new city had been suddenly planted on the straits of Menai. Sickness was rare for the air is pure and healthful, but when it did come, and death with it, the consolations of religion were not wanting to the dying or the living. More was born than died. The work went on, and at last it was done. Hydraulic presses were made to rise the mighty weights, and inch by inch they rose, till in three weeks from the time they began to ascend, they were planted on the lofty pier and stood sublime. They did not break of their own weight. They did not bend. But would they bear the pressure of a train loaded, thundering over this awful chasm, or would the mass of iron crush and fall in ruins; like a rent world, when the first train of rail cars, with its living burden, should trust itself on the treacherous bridge. The train was ready, not with a burden of live men and fair women, to pre-enact the Norwalk tragedy, (an event that dishonors our country in the eyes of Europe) but loaded with iron and stone, to four times the weight of any train that would ever be required to pass over the trembling structure. Mr. Stephenson, the architect, mounts the locomotive himself, the engineer and solitary passenger. He moves on, and reaching midway of the longest tube, he arrests the train and pauses there, that the heaviest pressure may at once be felt, and the grand experiment be tested once for all. It was not a rash and a hair-brained feat. It was the calm confidence of a man of calculation who knew what he was doing, and that he was safe. The sinking of that long line, with the tremendous weight to which it was there subjected, was less than half an inch! The experiment was tested. It cost five millions of dollars, and was cheap at that.

I walked through it and then by a flight of narrow steps ascended to the top of it and walked out on the flat roof on which the train comes and when I saw the power of those concatenated plates, it was impossible to have the sensation of fear, and I felt sure the structure will stand till some convulsion of nature shakes the sea and earth.

Educational Intelligence.

CANADA.

SCHOOL MOVEMENT IN THE VILLAGE OF COLBORNE.—This is a handsome village about fifteen miles east of Cobourg. A public meeting was held the 3rd September, by Freeholders and Householdors, at which resolutions were adopted in favor of uniting the School Sections, in the immediate neighbourhood, and erecting a Grammar School, incorporating with it the several common schools.

VICTORIA COLLEGE.—A Correspondent of a Toronto city paper, gives the following statistics of the attendance of students and pupils at Victoria College during the last year.

Number of Students in attendance during the last Academic year, . . .	150
Uniform attendance last session,	120
Number of these above 14 years of age,	100
In the classes of Greek and Latin,	60
Natural Sciences,	75
In Algebra, Geometry, and higher Mathematics,	63
Studying Moral Philosophy,	23
Rhetoric,	6
English History,	6
Intellectual Philosophy,	2
French Language,	6
Hebrew,	1
Common English branches,	50
Number of Boarders,	125
Day Scholars,	25
Number of weeks in attendance,	44
Number of Students preparing for the Christian Ministry, out of the 120,	2

SCHOOL CELEBRATION IN THE COUNTY OF HASTINGS.—The annual celebration of Common Schools in the Township of Sidney, took place the 2nd of September. The pupils of ten schools, and nearly a thousand inhabitants were present. A procession was formed, with appropriate music and banners; partial examination of the schools took place, a sumptuous repast was prepared, and discourses were delivered. After giving an account of these interesting proceedings, the *Hastings Chronicle* of the 8th September, remarks as follows:—

"It cannot be otherwise than gratifying to the friends of Education to witness the interest manifested in the cause by the people of this County, as well as to mark the progress that education is making. That nearly a thousand persons should have turned out at this busy season of the year to attend a School celebration, is one of the strongest proofs that could be given that the farmers of the County of Hastings are becoming fully alive to the necessity of having their children well educated.—They are now convinced that if their sons are to fill the various situations connected with our Municipal institutions, and keep pace with the progress of the age, they must be educated; indeed, the only barrier that has heretofore stood in the way of farmers representing many of our constituencies throughout Canada, has been their want of education, which is so indispensable in order to qualify them to discharge the duties connected with this honorable position. The School celebration at Sidney, as well as a similar creditable one which took place in Thurlow, plainly show that our uniform Common School system has taken hold of the affections of the people, and that they are determined at all hazards to sustain it, convinced as they must be that the general diffusion of education is indispensable to the perpetuation of our civil and religious liberties; for the security of these liberties rests on the intelligence and virtue of the people. Not only does education erect a bulwark against the chance of our civil and religious liberties being invaded, but it also protects a country from crime,—for it is universally admitted that ignorance is its fruitful source."

TOWNSHIP OF ELSLEY.—The local Superintendent, in a letter dated 23rd August, 1853, says, "Before concluding, I have the pleasure of informing you, that upon the whole, education is prospering in this Township. We have some really good schools; and the whole people are getting more alive to the importance of having the youth of the country properly educated. In my annual report, I hope to be enabled to furnish you with some gratifying particulars."

THE CENTRAL SCHOOL AT HAMILTON.—This institution, which may almost be termed the only Institution of Hamilton, (containing about twelve hundred

pupils), is now in full operation, and is visited with intense interest and admiration by all intelligent strangers who visit the city. We are much pleased to learn from those who have had an opportunity of seeing other similar establishments in Britain, on the Continent of Europe, and in the United States, that the Central School of Hamilton is one of the most complete educational seminaries in all its departments, including its music and gymnasium, that is to be met with even in the oldest and best educated countries. We refer of course, to the accommodation, convenience, arrangement, and extent of the establishment, and its entire apparatus, as well as to the systematic and orderly management under which the multitude of pupils are taught; and we believe we are warranted in saying, that the progress being made is fully equal to the extent and imposing appearance of the Institution. We understand Mr. Sangster, the Principal, intends to continue the School during the week of the Provincial Show, and that it will be open to visitors. No doubt, hundreds will avail themselves of this privilege, and it may be assumed that a majority of those who visit it, will leave our city with the honest conviction, that the Central School in operation, was the best part of the Exhibition.—*The Canadian, of August 27.*

The *Dundas Warder* of the 2nd September, referring to the *Hamilton Central School*, says, "One of the greatest treats which has ever fallen to our lot was experienced in a recent hasty visit to this noble institution. The building is commodious, well-ventilated and delightfully situated, and adjacent to it are the respective play grounds and gymnasiums for the male and female scholars. Everything is conducted in the most orderly manner, and both teachers and the taught seem to realize that they are indeed engaged in a "delightful task." The average attendance is about nine hundred and fifty—the children are admitted without fee—nor is there any distinction between class or color; all drink at the same fountain of mind invigorating knowledge, and judging from the happy faces and cleanly appearance of the whole, we should say that none have partaken in vain. We understand that the Trustees are now engaged in the erection of three initiatory schools in different parts of the city for preparing the younger children. When these are complete, and in operation, Hamilton will afford a proud example of the success of the Free School System."

EDUCATION.—We recommend the following pithy remarks, taken from *Blackwood's Magazine*, on the subject of *Education* to the consideration of all concerned:—"Everybody should have his head, heart and hand educated. By the proper education of his heart, he will be taught to hate what is evil, foolish and wrong. And by proper education of the hand, he will be enabled to supply his wants, to add to his comfort, and to assist those around him. The highest objects of a good education are to reverence and obey God and to love and serve mankind. Everything that helps us in obtaining these objects is of great value, everything that hinders us, is comparatively worthless. When wisdom reigns in the head and love in the heart, the man is ever ready to do good; order and peace reign around him, and sin and sorrow are almost unknown."

UNITED STATES.

STATE SCHOOL FUNDS.

NEW YORK has a School Fund of \$1,100,000. In 1850 the legislature of that State voted to distribute \$800,000, raised by taxation, equally among the common schools, in proportion to the number attending school, between the ages of four, and twenty.

NEW JERSEY has a School Fund of \$400,000, which is derived mainly from the income of the public works. The amount apportioned to the school districts, last year, was \$80,000. About an equal sum is raised by the several townships, and the money is expended for the education of children between the ages of five and eighteen. Of the \$80,000 distributed, \$40,000 is in land, and \$40,000 comes from the general fund.

PENNSYLVANIA distributes annually among the schools, about \$200,000.

KENTUCKY appropriates annually for her common schools, about \$128,000.—*Extract from the School-law of Kentucky*—"That it shall be the duty of the Commissioner of Tax, to take in the number of all the children in the county between the ages of five and sixteen, and in case of failure or neglect to do so, shall be fined \$20, to be deducted out of his compensation for his services."

RHODE ISLAND, by the act of 1845, appropriated annually the sum of \$25,000 out of the public Treasury, for the support of common schools, the receipt of which by each town made is conditional upon such town raising

one-third of the amount of its share of the fund, by taxing itself for the same object.

CONNECTICUT appropriates for the support of common schools, annually, the sum of two dollars on every thousand of her Grand List, in addition to the rents and interest of her large School Fund in lands, bonds, &c., amounting to over \$1,000,000.

MASSACHUSETTS has set apart and established as a permanent School Fund, all money and stocks in the Treasury January 1st, 1835, derived from the sales of her Maine lands, and claims on the U.S. for military services, and half the moneys received from sales of said lands thereafter, provided that said Fund shall not exceed \$1,000,000. The largest sum yet available for any one year is \$30,000, or £7,500 currency—all the rest of the money required to support their schools being raised by local voluntary taxation.

EDUCATION IN THE UNITED STATES.—It seems, says the *Edinburgh Review*, to be established in America that general education increases the efficiency of a nation, promotes temperance, aids religion, and checks pauperism; while all concede that it diminishes crime.

The State of New York has placed 8,500 copies of Noah Webster's quarto American Dictionary in her district schools.

M. Agassiz, the eminent Professor of Zoology and Geology in Cambridge University, is now engaged in writing "the Natural History of the Fishes of the United States."

Literary and Scientific Intelligence.

THE MAGNET IN THE USEFUL ARTS.—One of the most recent uses to which magnets have been applied in the arts is the manufacture of paper. Most persons must have observed on the leaves of books, more particularly those of an old date, certain offensive marks like spots of "iron mould." If we examine one of these blemishes, we shall, at the centre of it, find a minute particle of iron, the oxide of which, gradually formed by the natural moisture of the paper, has spread around to perhaps the size of sixpence or even larger. These iron particles, which come from the machines employed, and cannot be avoided, are now removed from the paper by magnets whilst it is fluid in a state of pulp. In many of the large manufactories of Birmingham and elsewhere, powerful magnets have been recently brought into use for the purpose of effecting the separation of the iron and brass filings produced in the work carried on; the filings of both metals are afterwards applied to various useful purposes, for which they would be utterly useless when mingled together as they come from the workshop; there is probably no other means by which they could be separated. In some manufactories on the continent, and I believe also in this country, where heavy iron and steel work is carried on, magnets are kept always at hand for the purpose of extracting the particles of the metal which frequently find their way into the workmen's eyes. The "needle-grinder's mask" is the next application of magnetism to be noticed; and there are lessons to be learned from the history of this invention. Any one who has visited the districts in which the needle manufacture is carried on, needs not be reminded of the deadly effect upon the workmen of the process they are engaged in. Inhaling all day long from their earliest years an atmosphere impregnated with the steel dust given off from millions of needles in the process of sharpening—(one man alone can point ten thousand in an hour)—before the age of twenty their health is utterly ruined, at thirty they are emaciated old men, and death comes proportionately early. A remedy was provided: the simple plan that each man should wear whilst at work a kind of respirator of steel wire, so acted upon by magnets, as, by the power of attraction, to intercept the fatal dust in its passage to the lungs. (Sir John Herschel remarks, that "by these masks the air is not merely strained, but searched in its passage through them, and each obnoxious atom arrested and removed.") Glad, one imagines they would be, to take advantage of the discovery, but, one and all, they refused to adopt it.—They are intelligent men, and cannot but be convinced of the efficacy of the invention, for, at the end of each day's work the magnets are found to be covered with steel dust, which otherwise must have passed into the lungs; but still they will not adopt it, because at present their wages are very high, proportionately to the mischief they are exposed to, or, we may say, to the short duration of their lives; and they apprehend reduced pay if their employment should be made a healthy one. The utility of the compass needle in all surveying operations, every one must be acquainted with, as it forms an essential part of the theodolite. To the miner, penetrating the recesses of the earth, and in all tunnelling operations, it is almost as indispensable as to the seaman. A recent application

of magnetism is, to the separation of ore from foreign matters, on the principle described in reference to the filings of metals.—*Magnetism*; by G. E. Dering, Esq.

THE COMET.—Our hemisphere is again visited by one of these brilliant wanderers through space. As soon as the sun's light became sufficiently obscure, about 7½ P.M., an observer looking towards the N.W. may have seen the stranger at an elevation of about 30°, appearing like a star of about the 2d magnitude, with a tail of about 3° in length. It is not impossible that this is the comet of 1556, which is commonly supposed to be identical with that of 1264, yielding a period of revolution around the sun of 292 years. Mr. J. R. Hind, of the Royal Observatory at Greenwich, in a letter to the *London Times*, March 7, 1850, states computations made by Mr. Barber, of Etwell, with regard to perturbing causes affecting the return of the comet. He found that "between the years 1556 and 1592, the united attraction of Jupiter and Saturn would diminish the period 26 days; but that, between 1502 and 1806; it would be increased by the action of Jupiter, no less than 751 days, so that a retardation of 488 days must take place. How much longer Saturn, Uranus, and Neptune, may detain it beyond this time, we do not, at present, know. Mr. Hind considered that search should be made for it until the close of 1851; but later investigations, taking full cognizance of all the perturbations which it is likely to have encountered, have fixed its advent between 1853 and 1856. It is more than likely therefore, that the comet whose advent we chronicle, is the same as that of 1264 and 1556, whose period of revolution around the sun, is computed at about 290 years.—*Montreal Transcript*.

TRANSMUTATION OF METALS.—Many of the fundamental and leading ideas of the present time, appear to him who knows not what science has already achieved, as extravagant as the notions of the alchemist. Not, indeed, the transmutation of metals which seemed so probable to the ancients, but far stranger things are held by us to be attainable. We have become so accustomed to wonders, that nothing any longer excites our wonder. We fix the solar system on paper, and send our thoughts literally with the velocity of lightning to the greatest distance. We can, as it were, melt copper in cold water, and cast it into statues. We can freeze water into ice, or mercury into a solid malleable mass, in white heat crucibles: and we consider it quite practicable to illuminate most brightly entire cities with lamps devoid of flame and fire, and to which the air has no access. We produce artificially ultramarine, one of the most precious minerals; and we believe that to-morrow or next day some one may discover a method of producing from a piece of charcoal a splendid diamond, from a bit of alum sapphires or rubies, or from coal-tar the beautiful colouring principle of madder, or the valuable remedies known as quinine and morphine. All these things are more valuable than gold. Every one is occupied in the attempt to discover them, and yet this is the occupation of an individual enquirer. All are occupied with these things, inasmuch as they study the laws of changes and transformations to which the matter is subject; and yet no individual is especially engaged in these researches, inasmuch as no one for example devotes his life and energies to the solution of the problem of making diamonds or quinine. Did such a man exist, furnished with the necessary knowledge, and with the courage and perseverance of the old gold makers, he would have a good prospect of being enabled to solve such problem.—*Leibig's Letters on Chemistry*.

THE USE OF GEOLOGICAL KNOWLEDGE.—In several counties of Ohio, where it was supposed coal existed to the extent of a few rods or hundred yards at most, the geologist informed them that they might consider their supply inexhaustible. The rise in real estate, in different counties, was variously estimated at from one hundred thousand dollars to five hundred thousand dollars, when it was known that manufacturing means were possessed in such unexpected abundance. Professor John Locke, to whom was assigned the southwestern portion of the State, in a few moments demonstrated to the inhabitants of West Union that the rock under their feet was well suited for lime.—They had previously been hauling lime for a number of miles.

ADVANTAGES OF BURNING SMOKE.—We this week visited a farm at Barton grange, and the farmer informed us that some of his sheaves had been in the field five weeks, that a few years ago they would have been quite blackened by the smoke from Manchester, but that now they were not in the least discoloured. He ascribed this entirely to the practice of burning smoke in Manchester, and he added that the owners of steam engines there were now compelled to burn their smoke under a penalty, but that every one of whom he had conversed with declared that the burning of smoke was a considerable saving of fuel. In not a few cases an improved form of boilers has been adopted to facilitate the consumption of the smoke, but the expenses

have been abundantly repaid. Our informant, who visits Manchester weekly, spoke of the sensible difference in walking the streets of that town. From the above facts it appears that the evils of smoke extend not only to the inhabitants of the towns themselves but to those living at a distance of many miles all around, and the advantages of consuming the smoke are general to the whole district, special to the town, and greatest of all to the owners of steam engines, who find the practice to be a saving of money.—*Leeds Mercury*.

THE DECIMAL COINAGE.—The report of the select committee of the House of Commons appointed to inquire into the practicability and advantages, or otherwise, that would arise from adopting the decimal system of coinage, has been laid before the House. The report commences by stating that the concurrent testimony of the various witnesses with regard to the inconveniences of the existing system was clear and decided, and equally strong in favor of the adoption of the decimal system upon numerous grounds; the report concluded by saying: "Your committee feel that a certain period of preparation destined to facilitate the transition from the present to the new system, is indispensable. During such a transition period, various measures should be adopted with a view to prepare the way for ulterior changes, and to create in the public mind a desire for their completion. Your committee believe that no unnecessary delay should prevent the full introduction of the decimal system, and they recommend that the necessary preparatory measures should be entered on at the Royal Mint as soon as possible."—*London Paper*.

PUBLIC LIBRARIES.—Munich has seventeen public libraries, in every one of which strangers unquestioned may enter, peruse, and depart in peace. Of these institutions, the most celebrated are lending-libraries. Statistics preach where Sermon does not lift its voice. These are its words: In London there are in round numbers 500,000 volumes accessible to the public, or about an average of twenty-two volumes to every 100 inhabitants. Dublin, with all its deficiencies, has 59. In Paris, the proportion is 160 volumes to every 100 inhabitants; in Berlin, 182; in Florence, 317; in Copenhagen, 467; in Dresden, 490; in Munich, 780. So that Paris is six times better provided than London; Berlin, seven times; Florence, thirteen times; Copenhagen, nineteen times; Dresden, twenty times; and Munich, thirty-one times.

THE CONGRESS LIBRARY.—The Congress Library was thrown open on the 24th ult. to the public for the first time since its restoration. But one opinion prevails as to the exceeding beauty and taste of the architecture of the hall, its superior adaptation to the purposes of a library, its convenience for reference, comprehensiveness, and simplicity of arrangements. There are three ranges of alcoves, one over the other for the reception of books, of which from twenty-five to thirty thousand volumes are already in place. Considerable additions have been made to the furniture of the hall, all of it made for the purpose and in harmony with the surroundings.

Mr. Meethan, the courteous Librarian was present on the occasion, and greeted with his well-known cordiality and *bonhomie* many of the former visitors of the hall. It will continue open, subject to the usual regulations, until some time in November, when it will be closed again till the commencement of Congress.

A VALUABLE TABLE.—The following Table, compiled from the calculations of J. M. Gornett, Esq., of Virginia, will be found exceedingly valuable to many of our mechanical readers:

A box, 24 in. by 16 in. square, and 22 in. deep, will contain a barrel, or 10,852 cubic inches.

A box 24 in. by 16 in. square, and 11 in. deep, will contain half a barrel or 5,426 cubic inches.

A box 16 in. by 16.8 in. square, and 8 in. deep, will contain 1 bushel, or 2,150.42 cubic inches.

A box 12 in. by 11.2 square, and 8 in. deep, will contain half a bushel, or 1,075 cubic inches.

A box 8 in. by 8.5 in. square, and 6 in. deep, will contain 1 peck, or 636.1 cubic inches.

A box 8 in. by 8 in. square, and 4.2 in. deep, will contain one-half peck, or 267.0 cubic inches.

A box 7 in. by 4 in. square, 4.8 in. deep, will contain half a gallon, or 131.4 cubic inches.

A box 4 in. by 4 in. square, and 4.2 in. deep, will contain 1 quart, or 67.5 cubic inches.—*Farmer's Library*.

SIR ISAAC NEWTON AND VOLTAIRE ON RAILWAY TRAVELLING.—Sir Isaac

Newton wrote a work upon the prophet Daniel, and another upon the book of Revelation, in one of which he said that in order to fulfil certain prophecies before a certain date was terminated, namely, 1260 years, there would be a mode of travelling of which the men of his time had no conception; nay, that the knowledge of mankind would be so increased that they would be able to travel at the rate of fifty miles an hour. Voltaire, who did not believe in the inspiration of the Scriptures, got hold of this and said: "Now look at that mighty mind of Newton, who discovered gravity, and told us such marvels for us all to admire. When he became an old man, and got into his dotage, he began to study that book called the Bible; and it seems, that in order to credit its fabulous nonsense, we must believe that the knowledge of mankind be so increased that we shall be able to travel at the rate of fifty miles an hour. The poor dotard!" exclaimed the philosophic infidel Voltaire, in the self-complacency of his pity. But who is the dotard now?—*Rev. J. Craig*.

ANECDOTE OF PITT.—Mr. Pitt was a remarkably shy man. He was on terms of the greatest intimacy with Lord Camden, and being at his house on a morning visit, "Pitt," said his lordship, "my children have heard so much about you that they are extremely anxious to have a glimpse at the great man. They are just now at dinner in the next room: you will oblige me by going in with me for a moment."

"Oh, pray don't ask me; what would I say to them?"

"Give them, at least, the pleasure of seeing you."

And half led, half pushed into the room, he approached the little group, looking from their father to them, from them to their father, twirling his hat, without finding a single sentence at his disposal. So much for the domestic eloquence of an orator.—*Selected*.

STATISTICS OF THE BRITISH NORTH AMERICAN PROVINCES.

UPPER CANADA—1852.

Counties.	Popula- tion.	Acres.	Valuation.	County Towns.
1. Glengarry	17596	288080	£511327	Alexandria (v).
2. Prescott	10487	305620	281420	L'Orignal.
3. Stormont	14643	250200	460852	Cornwall.
4. Russell	2570	242400	56520	
5. Dundas	13811	241200	395670	Morrisburg (v).
6. Carleton	31397	574520	1027270	Bytown.
7. Renfrew	9415	725000	161157	McNab (v).
8. Lanark	27317	755000	725181	Perth.
9. Grenville	20707	269280	493946	Prescott.
10. Leeds	30290	515400	886504	Brockville.
11. Frontenac	30735	858040	761570	Kingston.
12. Addington	15165	368700	680234	Bath (v).
13. Lennox	7955	108000	376597	Napanee (v).
14. Prince Edward	18887	213900	953566	Pictou.
15. Hastings	31977	847800	940942	Belleville.
16. Northumberland	31229	467500	1267453	Cobourg.
17. Peterborough	15237	643300	444614	Peterborough
18. Victoria	11657	478200	340628	Lindsay (v).
19. Durham	30732	306600	1287880	Port Hope.
20. Ontario	29571	503600	1551765	Whitby.
21. York	80724	558100	3013420	Toronto.
22. Simcoe	27165	1150000	906938	Barrie.
23. Peel	24816	293200	1436338	Brampton.
24. Halton	18322	232000	1094583	Milton.
25. Wentworth	42619	273000	1745212	Hamilton.
26. Lincoln	23868	195700	1321919	Niagara.
27. Welland	20141	228000	1116412	Merrittsville
28. Haldimand	18788	293524	884167	Cayuga.
29. Norfolk	21281	383200	976723	Simcoe.
30. Brant	25426	266004	1481357	Brantford.
31. Waterloo	26537	328483	1425967	Berlin.
32. Wellington	26796	791604	1110558	Guelp.
33. Grey	13217	1485905	342723	Sydenham.
34. Bruce	2837	364764	36799	Penatangore (v).
35. Huron	19198	892769	650878	Goderich.
36. Perth	15545	446728	533606	Stratford.
37. Oxford	32638	457600	1606024	Woodstock.
38. Elgin	25418	450200	1000000	St. Thomas.
39. Middlesex	39899	696398	1255175	London.
40. Lambton	12040	699826	506942	Port Sarnia.
41. Kent	17469	557000	496579	Chatham.
42. Essex	16817	433300	549966	Sandwich.
	953239	20794325	37187222	

LOWER CANADA—1852.

1. Tadoussac	1865	Tadoussac.
2. Chicoutimi	7079	Chicoutimi.
3. Saguenay	13041	Baie St. Paul.
4. Montmorency	9598	Chateau Richer.
5. Quebec	60941	Quebec.
6. Portneuf	19051	Cap Sauté.
7. Champlain	13896	Batiscan.
8. St. Maurice	14147	Three Rivers
9. Maskinongé	13415	Maskinongé.
10. Berthier	16390	Berthier.
11. Joliette	18218	Joliette.
12. Montcalm	12824	St. Patrick.
13. L'Assomption	16866	L'Assomption
14. Montreal, Hochelaga Riding }		
15. Montreal, Jacques Cartier Riding }	77381	Montreal

LOWER CANADA—Continued.

Counties.	Popula- tion.	County Towns.
16. Laval	11053	Ile Jésus.
17. Terrebonne	16353	Ste. Therèse.
18. Two Mountains	15726	Ste. Scholastique.
19. Argensteuil	14129	St. Placide.
20. Ottawa	13038	Aylmer.
21. Pontiac	9865	Allumettes.
22. Vaudreuil	9917	Vaudreuil.
23. Soulanges	11512	Coteau du Lac.
24. Huntingdon	15190	Huntingdon.
25. Beauharnois	12162	Beauharnois.
26. Chateauguay	17351	Chateauguay.
27. Napierville	13541	Sherrington.
28. St. Johns	15226	St. Jean.
29. Laprairie	14054	Laprairie.
30. Chambly	12335	Chambly.
31. Verchères	14465	Varennes.
32. Richelieu	19550	Sorel.
33. St. Hyacinthe	17314	St. Hyacinthe
34. Rouville	16338	St. Hilaire.
35. Iberville	14861	St. George.
36. Missisquoi, West Riding	15203	Philipsburg
37. Missisquoi, East Riding	10010	Brone.
38. Shefford	11083	Granby.
39. Bagot	13622	Upton.
40. Drummond	9025	Drummond.
41. Yamaska	14748	La Baie.
42. Nicolet	18957	Nicolet.
43. Arthabaska	6539	
44. Sherbrooke	6840	Sherbrooke.
45. Sherbrooke (town)	4847	
46. Stanstead	10255	Stanstead.
47. Compton	7483	Compton.
48. Wolfe	2245	
49. Beauce	15507	Ste. Marie.
50. Mégantic	15357	Somerset.
51. Lotbinière	15061	Lotbinière.
52. Lévis	14855	St. Joseph.
53. Dorchester	12790	St. Anselme.
54. Bellechasse	12094	St. Michel.
55. Montmagny	11945	Montmagny.
56. L'Islet	10591	L'Islet.
57. Kamouraska	19875	Kamouraska.
58. Temiscouata	14552	Rivière du Loup.
59. Rimouski	13351	Rimouski.
60. Bonaventure	10853	Carlisle.
61. Gaspé	10094	Perce.
	890261	

NEW BRUNSWICK—1851.

1. Westmoreland	17814	Dorchester
2. Albert	6313	Hopewell.
3. Kent	11410	Richibucto.
4. Northumberland	15064	Newcastle.
5. Gloucester	11704	Bathurst.
6. Restigouche	4161	Dalhousie.
7. Victoria	5408	Grand Falls.
8. Carleton	11108	Woodstock.
9. York	17628	Frederickton.
10. Sunbury	5301	Burton.
11. Queens	10634	Gagetown.
12. Kings	18842	Kingston.
13. St. Johns	38475	St. Johns.
14. Charlotte	19938	St. Andrews.
	193500	

NOVA SCOTIA—1851.

1. Cape Breton	17580	Sidney.
2. Victoria	10000	Bedoune.
3. Inverness	16917	Port Hood.
4. Richmond	10381	Ariche.
5. Sidney	13467	Antigonish.
6. Guysborough	10388	Guysborough.
7. Pictou	25593	Pictou.
8. Halifax	39112	Halifax.
9. Colchester	15469	Truro.
10. Cumberland	14339	Amherst.
11. Hants	14330	Windsor.
12. Kings	14138	Kentville.
13. Lunenburg	16305	Lunenburg.
14. Annapolis	14285	Annapolis.
15. Queens	7256	Liverpool.
16. Digby	12252	Digby.
17. Yarmouth	13142	Yarmouth.
18. Shelburne	10622	Shelburne.
	276117	

PRINCE EDWARDS ISLAND—1848.

1. Kings	15425	Georgetown.
2. Queens	32111	Charlottetown.
3. Princes	15142	Princetown.
	62678	

SUMMARY.

Provinces.	Year.	Popula- tion.	Square Miles.	Capitals.
Upper Canada	1852	953239	147832	Toronto.
Lower Canada	1852	890261	201989	Quebec.
New Brunswick	1851	193800	27790	Frederickton.
Nova Scotia	1851	276117	18746	Halifax.
Prince Edwards Island	1848	62678	2134	Charlottetown
Newfoundland	1851	101600	57000	St. Johns.
Hudson's Bay Territory	1851	180000	2500000	York Fort.
Labrador	1851	5000	170000	Nain Fort.
		2662695	8125401	

POPULATION OF CHIEF CITIES.

	1844.	1846.	1852.
Toronto, U. C.	18420	21000	30775
Hamilton "	5369	6832	14112
Kingston "	6440	9500	11585
Quebec, L. C.	34500	37000	42052
Montreal "	44093	50000	17715
Frederickton, N. B.	3700	4000	4458
St. Johns, "	19500	20000	22745
Halifax, N. S.	22000	23500	26000
Charlestown, P. E. I.	3984	4500	4717
St. John's, N. F.	12000	19000	21000

MAPS OF CANADA, GLOBES, & APPARATUS.

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	£	s.	d.
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Globes.

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2. Do. 5 do. do. do. do.	0	17	6
3. Holbrook's 5 inch do. do. do. do.	0	6	3

Apparatus.

1. Holbrook's Box of Apparatus, with Improvements.	5	10	0
2. Do. do. Geological Specimens, 30.	0	10	0
3. Varty's do. do. 96 (large)	2	13	9
4. Do. do. do. 144 (small)	2	15	0
5. Do. Cabinet of Natural Objects.	3	0	0
6. Do. do Showing the Natural History of the Silk-worm.	0	7	6
7. Do. do do. do. do. Bee.	0	7	6
8. Do. do do. do. do. Wasp.	0	7	6

UNIVERSITY COLLEGE, TORONTO.

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- Two with the annual stipend of £35, and exemption from Fees.
 - Two with the annual stipend of £30, and exemption from Fees.
 - Two with the annual stipend of £25, and exemption from Fees.
 - Two with the annual stipend of £20, and exemption from Fees.
- One of the Scholarships in each of these grades will be awarded in the Classical, and the other in the Mathematical Department.
- Each of the Scholarships is tenable for four years, on certain conditions, which may be learned on application to the President.

Candidates are required to produce certificates of good conduct, signed by the Principal or Head Master of the Institution, at which they have been educated, or by the Tutor by whom they have been instructed.

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JOHN MCCAUL, LL.D.
President.

Parliament Buildings,
Toronto, Sept. 3, 1853.

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