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ON THE INFLUENCE OF EXAMINATION AS AN INSTRUMENT OF EDUCATION.

(BY THE REVEREND DR. BOOTH, F.R.S.)

As a fitting sequel to the admirable article in the last number of the *Journal of Education* on "Diagrams and Apparatus," will be found the following no less interesting essay delivered at the Educational Exhibition, London, last year. Dr. Booth clearly shows that, however great the variety, or ingenious the apparatus used in a school, that the "influence of examination" is no less potent as an "instrument of education."

After referring to the variety and completeness of the display of school apparatus, Dr. Booth remarked, that educational apparatus, after all, are but the dry bones of education. Some people seem to imagine that a large supply of apparatus is the great desideratum of the present day. This I believe to be a pernicious delusion. There is scarcely a school of any pretension in the kingdom, which has not its pair of globes, celestial and terrestrial, its barometer in many, an electrical apparatus, and sometimes even a chemical laboratory may be found; but does not everybody know that such educational apparatus are often kept for show, as part of the internal economy of the

school? How rarely is an attempt even made to give real instruction in the sciences to which those instruments belong! No! progress must be sought for in a very different direction. A great error will have been committed, should the public be led to anticipate a real advance in the true work of education by the accumulation or the multiplication of the material appliances of instruction. Were education in a flourishing state, the common commercial principle of supply and demand, in this country of mechanics and commerce, would always secure an ample provision of any apparatus that might be required.

Besides, it is a mistake to imagine that a lecturer must be provided with a complete set of apparatus to teach. A man who knows his subject will often extemporise his apparatus. It is told of Dr. Wollaston, the celebrated natural philosopher and chemist, that when a distinguished foreigner solicited permission to inspect the laboratories in which those splendid discoveries which have immortalized the name of Wollaston were made, the Doctor took him into a little study, and pointing to a tea-tray with a few glasses and a blow-pipe on it, said, "There is all the laboratory I have." The old proverb is perhaps not far from the truth, which says, "A good workman does not complain of his tools." It is right to call attention to this phase of the question, because there seems to be just now a great tendency in this direction, and to shew that by providing an ample supply of varied, cheap, and ingenious apparatus, the cause of education is as effectually promoted as can reasonably be expected. There are, however, only two ways by which a real advancement can be secured,—to provide an adequate supply of well-trained teachers, and to give to the pupils sufficient motives for exertion. These are the two great conditions in compliance with which only can real progress in national education be secured. The teacher is the soul of the school. Provide an ardent, energetic, and well-disciplined teacher, a man who has his heart in his work and knows it, and you may depend upon it the want of apparatus will not long be felt. But however important may the condition be of a supply of well-trained, well-instructed teachers, it is of far less moment than a provision which would afford an adequate stimulus to the minds of the pupils themselves. If this could be secured, I believe all other conditions would be of minor importance.—Now this can only be done by holding out to the pupil a hope, if not a certainty, that he shall be rewarded for his labors—that his attainments shall be tested and certified. It is no better

than a solemn trifling with the question, to say that men should be taught to labor from higher inducements than a hope of advancement or reward. Granting the abstract truth of the principle, we must, notwithstanding, allow that the hope of reward and the desire of praise is universally implanted in the human breast. We must deal with man as we find him. I propose to myself to prove that a system of general examination would be the most powerful instrument we could employ to promote a true national education. There is nothing new however in the principle, whatever there may be in its applications.—It is the principle on which our universities, without any external supervision or control, continue to provide an admirable training for the minds of those committed to their charge. Experience has forced it on our older universities: it is exclusively the system of the university of London. It was no part of the original university system.—The professional element was the original feature. The tutorial was afterwards introduced, and has practically superseded the former.

But it is not in the universities alone that examination is used as an instrument to promote education. In the learned professions, as they are called, with the exception of the bar (which is, indeed, no longer an exception, and which might continue an exception without much practical injury, for practice at the bar is nothing less than an arduous and continuous public examination), in the royal navy, and lately in the army and in our commercial marine, and still more recently in the East India Company, examination has been used as the great instrument for promoting and testing proficiency in the acquisition of knowledge.

But by far the most important move in this direction is the proposal on the part of the Government, which has been formally recommended in the speech from the throne at the commencement of the present session, to throw open to public competition the appointments which are now the private patronage of the ministers of the crown. Although this measure has been advocated by its great promoters, Sir Charles Trevelyan and Sir Stafford Northcote, solely on the ground of its tendency to improve the education, and thus to increase the efficiency of those employed in the public offices, yet I will boldly assert that no measure, however popular, could be devised, no grant of money, however large, could be voted, which would at all to the same extent, or in any like degree, promote the education of every class in the community.

Such a measure as this, voluntarily proposed by a government, not with a view to escape from external pressure, nor to conciliate popular support, bears unimpeachable testimony to the disinterested spirit of public men at the present day.

In no respect would the operation of such a plan be more beneficial than in stimulating voluntary exertions, the building of schools, the appointment of masters, the adjustment of salaries, the choice of plans of instruction; while the religious teaching would continue in the hands of the local promoters, it should be the duty of some recognized established authority to pronounce whether the provision made in any locality was adequate or otherwise, the progress of education satisfactory or the opposite.

If the effect of such examinations on the character of school-teaching would be so manifestly beneficial, much more important would be their influences over the pupils themselves. As matters now stand, for the youth not intended for college, incentives to exertion are as few as they are feeble. There is but little to stimulate him to exertion. He knows that he must remain at school until he is old enough to proceed to business, but he cannot see why he should weary himself with study. Now were he certain that on leaving school he must go before an impartial examiner, be subjected to a searching examination, be compared with boys from other schools, that he would have his attainments and deficiencies brought out clearly before his neighbors and friends,—what motives to exertion would not be at once supplied? What habits of industry and perseverance would not be encouraged? Above all, the practice of self-instruction would be strengthened, a habit far more valuable than any amount of school acquirements. The latter will gradually drop out of the mind or be crushed out by the business of life, but the habit will remain, ready to be applied to any subject which may require patient investigation or continued attention. Schools and schoolmasters, lectures and examinations, prizes and certificates, are useful so far as they promote this; it is the necessary adjunct, and, I may say, also the necessary condition of intellectual development.

If, then, the formation of habits of patient study and of persevering application are among the primary objects of a wise education when applied even to the highest, so should they, in an especial manner, be looked upon as such in the education of the poor. On those whose education extends over no inconsiderable portion of their lives, such habits will, from the very nature of things, force themselves imperceptibly into vigour; they will grow with their growth and strengthen with their strength, and this too whether much or little external pains be taken; but with the children of the poor the case is different. They cannot wait for the slow development of good habits; they must be forced into maturity. As the stay of the poor at school must, under

the most favorable circumstances, be short, it is of incomparable importance to them to be taught to exercise their faculties, to form habits of self-labor, assiduous perseverance, and voluntary application. In truth, the amount of facts committed to memory at school is of very inferior value indeed, when compared with the habits which may be formed by their acquisition. When a boy, in whom habits of self-instruction and industry are thoroughly formed, leaves school, they stick to him with all their characteristic adhesiveness. He is qualified by his acquired habits to turn his mind with effect to any subject of study for which he can find time and has the inclination; while another lad we shall suppose of equal natural ability, and with a far more varied stock of facts, is quite helpless. He has been taught everything he knows by others and has learned nothing by himself—when his corks are removed and he is cut adrift, at first he probably endeavors to add to the little stock of knowledge which he had so easily acquired. But not knowing how to set about it, unskilled in the use of his faculties, looking always for help from some one or other, he flounders on, until at last he gives up all hope of learning—he becomes disgusted with reading, and sinks at last into a state of ignorance little removed from what we may suppose it would have been, had he never received an hour's instruction. How often may one hear the laborer saying, "I was taught all these things when I went to school, but somehow I have forgotten them all." To what cause, other than this, was it owing that the old grammar schools, with all their antiquated absurdities, so often sent out men of energy, learning, and talent; for while the matter learned was often worthless, the habits formed during its acquisition were invaluable. Habits well set, so to speak, would be of more value to a youth leaving school, than if he had been crammed with all the facts contained in all our popular compendiums of useful knowledge. It is, it must be granted quite true, that little can be done without earnest and zealous teachers, carefully and systematically instructed in the duties of their calling. I say systematically instructed, because it would be as hopeless to expect to train efficient schoolmasters without the aid of normal institutions, as it would be to teach the art of healing without hospitals or theatres of anatomy. It is, however, true that the schoolmaster cannot accomplish every thing—the hearty co-operation of the pupil is, at least, as equally essential to success.—Another great advantage would result from the adoption of a plan like this,—boys would be induced to remain longer at school, and not to leave it as they now do, when not more than twelve or thirteen years of age, in a half-educated state, without a single valuable habit formed, or any useful acquirement made. Of all the evils which beset the education of the middle and lower classes, this is perhaps the greatest; unless this be amended, other reforms are comparatively valueless.—What is the use, for example, of providing new schools, or a better class of teachers, or improved apparatus for those who will not use them? Now, for this admitted and deprecated evil, the plan proposed would supply a thorough, prompt, and universal remedy. Though a parent might despise education and deny its utility, though he might make little of learning, and look with suspicion and dislike on the public examinations, yet the consideration that the future progress in life of his son might depend on his obtaining the royal certificate, would compel him to leave his son at school that he might qualify himself to secure it.

Influenced by views not very different from those which I have now placed before you, the Council of the Society of Arts appointed a committee of its own members, in the early part of last year, to investigate the subject of industrial instruction, and to report thereon to the council. The committee took the opinions of the most eminent manufacturers in the kingdom, of the principal engineers, of the great employers of labor, of the head-masters of the grammar schools, of those engaged in the duties of instruction generally, and of the best known friends of education. In reply to their inquiries, which they divided under eight heads, they received a very large amount of the most valuable correspondence, hailing almost without a single exception the advent of reform, or even of change in the present state of things.

The committee embodied a large portion of this correspondence in an appendix which they added to their report, presented to the council a little more than twelve months ago. Among other points referred to, the question of examination was discussed at much length, and the strength of public opinion in its favor shown. More recently, the question has been noticed in the address from the chair at the opening of the last session—it now remains to be seen whether the proposal of the Council of the Society of Arts to appoint a board of examiners, will receive that amount of public sympathy and general support which would justify them, in the eyes of society at large, in proceeding with the development of so important a measure. With regard to the moral character of the candidates, and their state of religious knowledge, it is obvious the examiners could make no direct investigation. This, however, is but little to be regretted, because it is precisely the point on which examination is least efficacious; for however valuable a searching examination may be to test a candidate's critical knowledge and intellectual apprehension of the truths of revelation or of the

articles of faith, how far this knowledge may have changed and purified his moral nature, hallowed his affections, or sanctified his heart, it is wholly inoperative as an instrument to discover.

While I so earnestly contend for the principle of emulation, and its exponent examination, as one of the most powerful instruments that a knowledge of the faculties of the human understanding has placed within our reach, I at the same time just as earnestly deprecate its introduction into religious training. So far as Christianity may be considered a science, emulation and examination will insure a knowledge of it, just as they will of the science of jurisprudence for example. If the Bible is to be used with the same objects, and for the same purposes, as a treatise on some branch or other of science is studied, or as the history of an ancient nation may be read, with a view to develop the powers of the understanding, or to store the mind with curious knowledge, let there be by all means searching examinations; let the principle of emulation be developed; but if the book has been given for far other uses, if it has been set up as the standard of our faith, and a light to our path, our ornament in prosperity and our stay in affliction, to be the mould of our habits and the rule of our conscience, to hallow our thoughts and to elevate our affections, let us not seek to degrade it by dragging it down into the arena of intellectual conflict. Let us not set an answer in geography against another in the gospels, nor weigh a theorem in Euclid against a truth in the epistles. If the great object of religious instruction be the formation of religious character, we should use instruments fitted to produce this result. Let us not take into our hands instruments which, however valuable they may be as enabling us to secure other important objects, are yet unfitted to accomplish this.

But there are those who will say—such a measure as you advocate would lead to very great and important changes in the social and moral aspects of the country. We freely admit the charge. They would lead to such, unquestionably. But change is the condition of the life of every organized being. To cease to change is to cease to live. It is no less so of the life of a nation. Contrast the United States of America with the worn-out empires of the East, which have long since passed away. The restlessness of the ocean does not affect its stability. It is the condition of life for all within its bosom. Changes like those we advocate are but the developments of a healthy growth, and of a progress upwards to a long maturity. Change is life, sameness is death. That unchanging aspect of national institutions which has been sometimes lauded, is almost always to be deprecated, for time has shown that reform does not imply subversion, and that long unchecked decay does not admit of conservative renovation. Moreover, when an institution lives in the heart of a nation, the parasitical support of protective laws checks its development and cramps its growth. We trust, then, in the onward progress of legislation; and that as our people increase in knowledge, they will also grow in wisdom; and that these plied together will be the strength and the stay of a hope of better things to come, and of the stability of the present, and "wisdom and knowledge shall be the stability of our time."

EDUCATION IN PRINCE EDWARD ISLAND.

Extracts of the Report of the Visitor of Schools, as submitted to the Legislature.

It has been my lot to become acquainted with the educational interests of the Colony when a thorough change had passed over them. The new Education Act had just come into force, which is intended to provide the means of education to the whole rising generation in the Colony. It is impossible to calculate the blessings conferred on a community by the provisions of a State Education, efficiently and prudently carried out. In no country has it ever been found that private or adventure schools have been able to impart even the mere elements of education to the whole community.

Where there is not a machinery of public education, and to some extent, free education, to the necessities of the whole population, a vast majority of the children of the humbler classes must grow up in ignorance, if not in vice. If some aids and facilities be not afforded the working man in the education of his children, nine out of ten parents, whether agriculturists or artisans, would not be able to command the means of educating them in private schools, even if they possessed the solicitude and care for their children's interests (which are so sadly wanting), that would prompt them to make exertions to secure for their offspring every possible advantage in intellectual and moral training. This is specially true in rising and thinly populated countries, where there are fair inducements for adventurous schoolmasters to settle.

This small colony, by the passing of the Education Bill of 1853, has solved for herself the question which has been agitating the public mind of Britain for so many years, and which is still at issue. By its provisions it brings the means of education within the reach of every family. The only part of the machinery confided to the private exertions of the people being the building and maintaining of the school-

house, and where practicable, supplementing the teacher's salary.—Prince Edward Island has taken this step in the right direction in advance of the mother country—for even in enlightened Britain, with its multitude of schools maintained by private support, by charitable and ecclesiastical endowment, and state assistance, there are still thousands of her population perishing in ignorance and crime. It is highly creditable to Prince Edward Island that the Education Bill for Scotland, introduced in the Imperial Parliament by the Lord Advocate during the present session, and lost by so small a majority, was identical in all its essential elements with that in operation here.

But it rarely happens in legislation, that any Act for the general good can at once be framed on so perfect a model as to meet every exigency, or please all parties. It is only when applied and tested by experience, that the merits and defects of any thing new can be discovered. The fate of the Bill, in its reception by the public, so far as I have had opportunities of observing and discriminating, has been more fortunate than could have been predicted or anticipated of a measure so comprehensive in its details, and which embraces so many conflicting interests. Its success in one year is a most happy omen of the good it may accomplish when amended and supplemented, so as to provide for a uniform system of tuition, by the establishment of a Normal School for the training of teachers, thus securing a higher rate of acquirements, and by such a graduation of salaries as shall retain teachers of competent abilities and attainments.

I have visited, in all, 169 district schools, which are thus divided among the respective Counties:—

DISTRICT SCHOOLS.	CHILDREN ON REGISTER.	PRESENT ON EXAMINATION.
Prince County, 30	1,338	792
Queen's do. 94	4,880	3,177
King's do. 45	2,319	1,431
ACADIAN.		
Prince County, 7	301	225
Queen's do. 6	309	250
	182	9,147
		5,770

The following statistical statement does not give the correct number of children at present studying all the branches taught, but only those studying them when I visited their schools, as in many schools it was only after an order for the necessary books had been left, on my visit, that Grammar and Geography, etc., began to be taught:—

	P. COUNTY.	Q. COUNTY.	K. COUNTY.	ACADIAN.	TOTAL.
Reading,	1,338	4,880	2,319	610	9,147
Writing,	601	2,114	599	98	3,707
Arithmetic,	480	1,735	634	64	2,913
Grammar,	194	593	297	2	1,086
Geography,	151	462	158		771
Book-keeping,	2	13	8		23
Algebra,	3	5			8
Geometry,			1		1

Of the 610 who are learning to read in the Acadian schools, 10 are taught to read in the English language.

SCHOOL BOOKS.

It would be in vain for me to attempt to describe the feelings with which I contemplated the stock of books exhibited to me in many schools: a tattered and miscellaneous assemblage of books and pamphlets; and heard by what shifts and contrivances these were made to serve the purposes of instructing, it may be, twice the like number of children. In one school, where I found twenty-four children at work, there were eleven reading books, meant for the same stage of progress, but all of a different kind. With such apparatus, to talk of organization and classification, would be preposterous. I deeply pitied such teachers who, in addition to the unavoidable discouragements of their laborious occupation, had such a mountain of difficulties laid upon their efforts. Such a state of matters would paralyze the energies of even the most conscientious man, full of faith and hope in the cause of education. But I am happy to say that this lamentable deficiency is a thing of the past, and it is to be hoped, will never again recur. The liberal grant from the Legislature, which provided a list of excellent school books and maps, at a very low rate, and the enactment which made it imperative for every school to take advantage of it, has opened up a more cheering prospect, not for the teacher only, but also for the parents and children. For the teacher, as it entirely removes the difficulty of classifying his pupils, thus making his work less tedious and laborious, and greatly more satisfactory to him-self, as he can watch and test the progress of each child much better when ranged with its compeers. The child is benefitted, in having an increased interest and zest given to his studies by the emulation which is excited in a class, and when he is ready to be advanced into a higher book, he has not to wait the convenience of his parents in procuring it for him, while he is dawdling away his precious seed time. The parent's peculiar advantage is in his pocket, as each book costs only about one-third of its price at an ordinary bookseller's, and by the trifling local assess-

ment, his children have the advantage of all the books in the school which they are advanced enough to use. These benefits would be derived from any uniform set of books, but when we consider the superiority of the list provided, the boon is increased tenfold. It is a matter of regret, however, that so admirable a provision for books should be attended with one great disadvantage, viz: that the children cannot take them home, so that in the evening they may prepare the lessons which are to be gone over in school the following day. In the want of home preparation, an important element in the utility of the school is sacrificed. It strikes a stranger with a painful sense of deficiency when he meets groups of children returning from school empty-handed; he finds it difficult to suppose that a real and earnest work of education is going on, when he misses the familiar satchel slung over the shoulder, or bundle of books under the arm, which he has been accustomed to consider a *sine qua non*.

SCHOOL HOUSES.

In visiting the various districts, I have marked with pleasure an obvious distinction between the old and the new school-houses; those built during the past year are larger and better fitted up than those built in former years; but still the majority are too small, and many are most deplorably supplied with desks and seats. It is altogether a mistake to suppose that a small building, set down in the midst of a wood, or in the open clearing, is more comfortable and warmer than a larger one. A small, low-roofed school-house would take more fuel to keep it warm in winter, and would be incomparably less comfortable in summer than a larger building, with a lofty ceiling. It affords me pleasure to record that a few of the school-rooms presented a most cheering aspect, being furnished with desks and seats, large varnished maps, blackboard, and cupboard or desk for books, etc. By such furniture, school-rooms are made to look opulent and happy. Education seems there to be appreciated, and "well to do in the world." When in one school, in addition to the furniture already mentioned, I saw a neat, portable little globe, and observed the cheerful countenances of children and teacher, it was impossible not to feel at how trifling an expense teaching may be beguiled of many of its discouragements.—As it is left to the trustees and parents to furnish the school with suitable apparatus, and to maintain it, the success of the school greatly depends upon their cordial and unanimous co-operation. A teacher of even the most humble acquirements would work with more zeal and energy in a properly ventilated and well-heated school-room, and would be stimulated and encouraged by having comfortable seats and desks, with an adequate supply of books and maps. On the other hand, nothing can be more discouraging to a teacher who is disposed to pursue his work earnestly and faithfully, than to be met at every point by obstacles, such as insufficient furniture, and the opposition or niggardliness of parents in procuring the requisite number of books.—But the children are the chief sufferers from such culpable indifference and parsimony. The education that is imparted in a room where the stove makes but a feeble attempt to vanquish the biting cold, which the walls and floor let freely in, cannot be expected to be attractive to a child, or to enlist his interests and sympathies, even so far as that education goes. It is to be hoped that the parents will in future form a truer estimate of the importance of that part of the educational machinery which is more immediately placed in their hands, and will cheerfully and cordially unite in providing all the "means and appliances" which can facilitate the progress of their children and the efficiency of the school. The disputes and animosities with respect to school sites, which I have repeatedly encountered, have a most injurious influence on the interests of education, while party strifes and the selfishness of petty interests separate the parents of a district, dividing those exertions which should be united, the children are sacrificed and made victims to their ignorance and prejudice.

EDUCATION AND MORAL PROGRESS IN CANADA.

From Mr. Hogan's Prize Essay.

Having shown the rapid advance of Canada in population, in wealth, and in all the various arts which can minister to man's material enjoyment, it seems right to consider whether equal advances have been made in her moral condition and the general tone of society. She can boast then, with truth, that while wealth has been accumulated, and luxuries multiplied, she has faithfully discharged the higher duties imposed upon her, of promoting with unremitting care the progress of Religion and Education.

Of the social benefits to be derived by a nation, from the general spread of intelligence, Canada has been fully aware; and there is not a child in the Province without the means of receiving instruction combined with moral training. In fact, the system of education now established in Canada far exceeds, in its comprehensive details, any thing of the kind in Great Britain.

The manner in which this great question of elementary education has been dealt with is worthy of attention, not only from the results

produced in the Colony, but from its general interest. The gradation of the school system has been found superior to the establishments in England and Scotland, the Normal and Model Schools having been found of the greatest value. Speaking of the spirit and unanimity of the people of Upper Canada upon this subject, the Reverend Dr. Ryerson, the Chief Superintendent of Schools in Upper Canada, on the occasion of laying the first stone of the Normal and Model Schools, said:

"There are four circumstances which encourage the most sanguine anticipation in regard to our educational future: The first is the avowed and entire absence of all party spirit in the school affairs of our country, from the Provincial Legislature down to the smallest Municipality. The second is the precedence which our Legislature has taken of all others on the western side of the Atlantic, in providing for Normal School instruction, and in aiding teachers to avail themselves of its advantages. The third is, that the people of Upper Canada have voluntarily taxed themselves for the salaries of teachers, in a larger sum in proportion to their numbers, and have kept open their schools on an average, more months than the neighboring citizens of the great State of New York. The fourth is that the essential requisites of suitable and excellent text books have been introduced into our schools, and adopted almost by general acclamation; and that the facilities for furnishing all our schools with the necessary books, maps, and apparatus, will soon be in advance of those of any other country."

In 1842 the number of Common Schools in Upper Canada was 1721, attended by 65,978 pupils, and in 1853 the number had increased to 3127 schools and 194,736 pupils. There are now, in the Upper Province, in addition to the above, 8 Colleges, 79 County Grammar Schools, 174 Private, and 3 Normal and Model Schools, forming a total of educational establishments in operation in Upper Canada of 3391, and of students and pupils 263,986.

A careful comparison of the school system of Upper Canada with that of the adjacent States of the American Union, both in regard to the number of schools, the scholars attending them, and the amount paid for their support, shows that the colony has unquestionably the advantage. Ohio, with a population largely exceeding that of Western Canada, and with double the number of schools, had less than two-thirds of the pupils attending them in 1850, and paid £11,706 less for their support. Illinois, with a population one-fourth greater, had, in 1848, 271 schools less; and, in 1850, she had but one-third of the pupils, with 742 fewer schools. In the State of New York, too, it is found that the sum expended on education is three and one-fourth times less than that spent on education in Upper Canada, taking population into account.

These facts serve to show the rapid progress that has been made in Western Canada in providing institutions for the education of the people. The common school system of that Province, which has so largely contributed to these results, cuts up every inhabited township into small divisions somewhat resembling the squares on a chess board. These divisions are designated "school sections," and average an area of five square miles, each having its elective corporation of trustees for its management, with a library of standard literature for the general use of the school and the inhabitants.

The school houses are generally well supplied with maps, standard school books, geological specimens, philosophical apparatus, and other necessary educational appliances. In some sections the schools are free; that is, they are open to all children between the ages of five and sixteen, without charge. But in the greater proportion, a tuition fee of a quarter of a dollar, or a shilling sterling, a month, is charged; and this is the highest amount allowed to be imposed by law.

In these schools,—rarely not more than a mile and a-half from the most remote of the settlers in the district,—the children receive a sound and useful English education, quite adequate to all the ordinary avocations of life. In some sections, however, where the school fees already mentioned are paid, the higher branches are taught, and masters of considerable attainments are employed.

A large proportion of the teachers of the common schools in Upper Canada are trained at the Normal School in Toronto, and the funds for the payment of their salaries are derived from the following sources:—First, a sum is appropriated by the Legislature from the general revenue, and this is exactly proportioned to a sum the county which is an aggregation of school districts—may raise for the same purpose,—the Legislature thus measuring its liberality by the educational spirit of the people themselves. The residue is made up of the quarter dollar tuition fees already alluded to, and of any additional sum the inhabitants in each section, at their annual school meetings, may determine upon, or require.

In most of the schools in Upper Canada the Bible is read as a school book. The Irish National Series are the books universally used; and no religious instruction of a denominational character is permitted. Permission is granted to Roman Catholics by the Legislature to have separate schools,—a privilege which has been rarely exercised in rural districts, though not unfrequently in cities and towns.

Under the existing laws the child of the poorest laborer, who distinguishes himself as a successful competitor for a free scholarship in a common school, has the advantage of attending one of the county grammar schools. Here again he has open to him another free scholarship in the highest educational institutions of the country, if his merits entitle him to that distinction. Thus an educational ladder has been erected by the Legislature, by which the child of the humblest inhabitant may ascend to the highest point of scholastic eminence, and with, at the same time, the children of the wealthy and the most respectable in his neighborhood as his competitors.

As an evidence of the great desire that prevails in Upper Canada generally to educate the masses, I may mention, that the people have voluntarily taxed themselves, in a single year, upwards of ten thousand pounds for school libraries,—a fact as creditable to their intelligence as it is a substantial proof that they are turning their great prosperity to a humane and generous account.

The amount given by the Government for educational purposes in Upper Canada in 1853 was £55,512, and in Lower Canada £45,823, making a total of £101,335. The whole amount available for school purposes in Upper Canada, in that year, was £199,674, and in Lower Canada £68,896, the aggregate sum raised in the Upper Province being no less than £130,039, the whole amount raised for educational purposes being an increase on any preceding year of £23,598.

In Lower Canada there are 1556 school houses, 2352 schools in operation, and 10,284 pupils, the whole Province possessing 5479 schools, attended by 303,020 students and pupils.

The Universities and Colleges in Upper Canada are conducted on the English principle, and the chairs of the various departments are filled by Professors selected from Cambridge, Oxford, Trinity College Dublin, and the Continent.

The Seminaries of Quebec and Montreal are richly endowed, and the grants to the former consist of more than a thousand square miles of land, together with property in the city of immense value: those of Montreal alone exceed ten thousand pounds a-year, and the estates of the Jesuits, though greatly reduced, still produce a very large revenue.

In the Province of Lower Canada there are numerous amply endowed Nunneries, affording instruction to the young female population; and it is worthy of remark that the pupils are of every creed and nation, are received without any distinction or partiality, and wholly exempted from attending religious duties hostile to their faith.

The Census of Great Britain gives the number of scholars attending public and private day schools, (including those attending schools of which no return was obtainable, but assumed, on an average, as in those making returns,) at 2,144,377, or a proportion to the population of about one in eight and a-half. The Census of Canada gives one in six and four-fifths.

STATISTICS OF EDUCATION IN CANADA.

The rapid progress of events in modern times quickly abnegates the statistics on which opinions are too frequently based. Thus in Canada the past few years have been so prolific in developments that, all our preconceived ideas of the *status* of that country have been essentially nullified. Progress has been alike rapid in its industrial and social interests, and especially has this been the case in what pertains to educational matters. We have been taught to believe it a country almost without schools, and its community a parcel of ignorant beings, the off-scourings of Europe. How mistaken this assumption is, it needs but statistics to illustrate. But, nevertheless, though rapid progress has marked the advance of civilization, that progress has not been uniform in both sections of the Province; and still Lower Canada is far behind Upper Canada in its means and aptitude for the development of educational ability. It must be remembered, however, that Lower Canada is an old settled country, having inveterate prejudices to overcome, vested interests to conciliate, and a population swayed largely by a sordid priesthood. Upper Canada, on the other hand, has neither traditions nor theocratic hindrance to contend against, and its inhabitants are a young and energetic people, chiefly from Protestant countries—England, Scotland, Norway, Sweden and Germany, and the Protestant sections of Ireland. The Irish and other Catholic populations resort chiefly to the United States, where, in a few years, they have built up a powerful hierarchy and a wide spread and influential priesthood. The greater portion of all persons immigrating to the British Provinces settle in the upper section, and hence Lower Canada, receiving but a small portion, retains its original Catholic majority. In 1852, out of a population of 952,004, Upper Canada had only 167,495 Roman Catholics; while in Lower Canada with a population of 890,261, no less than 746,866 were Catholics. These facts alone suffice to substantiate the preconceived opinion respecting education in the two sections without appealing to other authentic causes, which would go far towards an illustration of the resulting differences. So far as the government is concerned, no

preference has been extended to either section, and both have received its liberal fostering care and support.

The statistics applying to Upper Canada were laid before the Government in October, 1854, and apply to the years 1853-4, and previous years since 1841. From these we compile the following table, which will exhibit the progress made from the period last named to the end of the last school year reported:—

	1842.	1853.
Colleges.....	5	8
County Grammar Schools and Academies. ...	25	79
Private Schools.....	44	174
Normal and Model Schools.....	—	3
Common Schools.....	1,721	8,127
Total.....	1,795	8,391
	1842.	1853.
College Students.....	756	756
Grammar Schools and Academic Students..	4,000	8,839
Private Schools.....	—	3,822
Normal and Model Schools.....	—	735
Common School Scholars.....	65,978	194,736
Total.....	69,978	203,888

In 1842 the number of children, between five and sixteen years of age, was 141,143, and in 1853 the same class numbered 268,957.—Hence, at the first period, only 4-1/4 per cent of the children of school age were actually attending school, while at the later period the ratio was 76 per cent; or in the whole population, in 1842, the ratio of scholars was 14 1/4 per cent; and in 1853, 23 per cent. These figures certainly shew an immense improvement, and place Upper Canada in the first rank among educated countries. In any of the United States the highest ratio of scholars to population was, in 1850, only one in three, or 33 per cent, (as in Maine,) and in the whole United States, exclusive of slaves, the ratio was one in every five persons, or 20 per cent. The difference in favor of Upper Canada, in the first instance, is 10 per cent, and in the latter, 8 per cent.

The statistics of Lower Canada refer only to the year 1853-4, and hence no comparison of periods is possible. In that year the condition of education was as detailed in the following summary:—

GRAD. OF SCHOOLS.	NUMBER.	SCHOLARS.
Elementary Schools.....	2114	92,275
Model Schools.....	67	3,524
Superior Girls' Schools.....	53	3,041
Academies, &c.....	19	1,169
Classical Colleges.....	14	2,110
Convents.....	44	2,786
Independent Schools.....	85	4,923
Total.....	2,396	108,284

In Upper Canada, about 28 per cent of the population are of school age. On the same basis, the number of such persons in Lower Canada would be 249,500, and hence the proportion attending school to those who should be is only 43 per cent. In Upper Canada, as before stated, it was 16 per cent. Of the whole population, only 12 per cent were attending school; in Upper Canada, 23 per cent. This is very low, and 8 per cent below the average of the United States.

Thus when we may compare the educational interests of the United States and Canada:—

	SCHOLARS TO WHOLE POPULATION.	SCHOLARS TO CHILDREN OF SCHOOL AGE.
Upper Canada.....	23 per cent.	76 per cent.
Lower Canada.....	8 “	43 “
The State of Maine.....	33 “	93 “
The United States.....	20 “	66 “

The following interesting table showing the comparative state of education in America and Europe, is from the latest returns:—

STATES.	ONE SCHOLAR TO	STATES.	ONE SCHOLAR TO
Maine.....	3.1 persons.	Norway.....	7.0 persons.
Upper Canada.....	4.4 “	Belgium.....	8.8 “
Denmark.....	4.6 “	France.....	10.5 “
United States.....	4.9 “	Lower Canada.....	12.5 “
Do. (including slaves).....	5.6 “	Austria.....	13.7 “
Sweden.....	5.6 “	Holland.....	14.8 “
Saxony.....	6.0 “	Ireland.....	14.5 “
Prussia.....	6.2 “	Greece.....	18.0 “
Great Britain.....	7.5 “	Russia.....	50.0 “
Do. (actually at School).....	7.0 “	Spain.....	65.8 “
		Portugal.....	81.7 “

The comparisons in the above instances are to the total population, and will therefore be somewhat affected by the greater or less proportion of persons at school age in the several countries. With all allowance, the results are sufficiently remarkable; they place Maine and

Upper Canada at the head of educated states, and America before any state in Europe. The Protestant states are also far in advance of the Catholic states. Lower Canada, it will be remarked, has not kept pace with France, its mother country. On the whole, we have much cause for rejoicing that America has attained the highest branch of the tree of knowledge.—[Copied by the *Leader* from some unacknowledged source.]

GEOLOGICAL DISCOVERY IN CANADA.

The writer of a letter from Paris, in a late number of the *Montreal Herald*, states:—

"The other evening I had the pleasure of being present at a meeting of the Geological Society of France, where M. Elie de Beaumont, Senator and Perpetual Secretary of the Academy of Sciences, presided, and where I saw many other distinguished savans, De Lenarmon of the Academy, the Vicomte d'Archiac, DeLess of the Sorbonne, and Barrande, the great continental authority in Silurian Geology.

"Mr. Logan, Director of the Canadian Geological Survey, presented some engravings, from figures, by Professor Hall, of New York, of the Graptolite, a fossil whose nature has hitherto been involved in great obscurity; he gave, at the same time, a description of the position and association of these remarkable fossils, which are from the rocks of Quebec, and afford at a glance to any one skilled in the science, a refutation of the notion that these strata are of the carboniferous epoch. Mr. Logan's communication was received with great interest, and the new light thrown upon the structure of the animal excited a good deal of discussion. He informed the society, that these plates were to constitute part of a first volume of the fossils illustrating the Geological Survey of Canada, soon to be published."

On this extract the Editor of the *Ottawa Citizen*, of the 30th June, remarks as follows:—

"The simple announcement, that Mr. Logan is able to exhibit a perfect graptolite, may not seem of much importance to non-Geological readers, and yet it is one which will fill all the Geologists of Europe with delight, and give to the wood clad hills of the country whence the specimen has been procured, a new and extraordinary interest. A graptolite is a small and generally inconspicuous fossil, usually two or three inches in length and one-eighth of an inch in diameter, resembling the plume of a small straight feather. Hence—its name—literally a stone-pen. For the last quarter of a century the most penetrating intellects the world ever saw, have been endeavoring in vain to ascertain in what department of the organised creation it should be classified, and it has been reserved for a native Canadian to settle the point by the production of a perfect specimen from the rocks at Quebec. It might be supposed of little consequence, what should or should not be the nature of a diminutive object, which almost, always only appears like a small black mark upon a rock, but then, when it is known that by these little marks the Geologist is able to explain the structure of extensive regions, and point out the existence or non-existence of those minerals, upon which depends a large portion of the trade and military strength of nations, every particular relating to the structure of our little fossil becomes of even national importance. The graptolite is neither coal, nor iron, nor gold, but it is a trusty guide to those in quest of those minerals. Its value consists in its affording a clue to those secret recesses in which nature has buried her precious stores, and Mr Logan's success in pointing out its Zoological rank, is one of the brightest achievements of modern science. Let us rejoice that the achievement belongs to Canada."

THE INFANT ASYLUMS OF TUSCANY.

Communicated by the Venerable Abate Pullicino, Chief Director of Primary Education in the Island of Malta and Gozo.

In Italy those institutions for elementary education are called Infant Asylums, which in England receive, among other names, that of Infant Schools. The Asylum, in this case, does not mean simply a place of refuge, but is at once a house for protection and instruction.

The Infant Asylums established in the city of Florence deserve particular attention, on account of the admirable manner in which they are conducted.

When I visited them in 1850, they were in a most flourishing condition. They were three in number, situated in three different localities of that capital. On examining what went forward in them, I could not but foresee the great benefits which these institutions must, with time, necessarily produce, by giving a religious education to many poor creatures who would otherwise have been brought up in ignorance and abandonment.

These Asylums are supported by a numerous and respectable society of contributors; some ladies of the city form a conspicuous part of it, and lend their services as directresses. Thirty-six of them divide among themselves the work of the year, three of them doing each month what is necessary for the government of these three Asylums.

Of these three directresses, one occupies herself more particularly

with the instruction of the mistresses, another with the teaching of the infants, and the third with the direction of the industrial occupations in which the infants are practised.

The direction of the institution by these ladies does not exclude the services of a permanent general director, who, assisted by an inspector, renders more vigorous and uniform the management of all these institutions designed for the education of infancy.

The duty of an inspector is to go round continually among the Asylums, observing what goes forward in them, lending the assistance necessary to put in practice the orders of the superiors, and in this way serving as an organ of communication between the Asylums and the board of directors.

Of the three Asylums above mentioned, that situated near the church of St. Ambrose serves for the education of males, and that of St. Joseph, for the education of females; but in both the instruction is given by mistresses only, who in truth make very excellent teachers. The graceful deportment, softness of words, together with power of command, which I observed in those, whom I had the opportunity of meeting in these Asylums, are especially worthy of remark. Before they become mistresses, they are required to teach as apprentices for so long a time as is necessary to render them efficient. And sometimes they become so apt, that it would be difficult to find their equals.

These Asylums, although frequented by a large number of infants, are nevertheless kept with much neatness, and great care is taken that the infants themselves shall also be very clean in their persons, which is a difficult thing with children belonging to the poorer classes; but for this purpose there are the necessary conveniences in the Asylums.

The infants in these institutions come every day at eight o'clock in the morning, and remain there till five o'clock in the evening, so that their parents can occupy themselves with their work, without having any anxiety on account of their little ones. For this purpose, they bring to school with them a little bread in a small basket, so that they may, towards the middle of the day, make a meal, receiving from the Asylum some soup prepared at the expense of the institution itself; the distribution of this soup forms parts of the scholastic occupations of the day. It is distributed by the infants themselves, upon benches prepared for the purpose, with much order, the meal being preceded and followed by a common act of prayer and thanksgiving.

It appears that some persons, as for instance M. Cormenin, in a little work on the Infant Asylums of Italy, condemn the practice, as predisposing the infants to depend on others for their subsistence. But if this observation be true, there remains the doubt whether it is applicable to all places indiscriminately, and to all sorts of circumstances. It is certain that if this soup were not given to these infants, it would be difficult to keep the poor creatures all the day in the Asylum, and thus liberate the parents from all care of them.

The infants are received in these Asylums from the age of two years, and remain there generally till the age of ten.

In the instruction, great use is made of various species of moral tales, with which it is sought to train to virtue the hearts of the children. In this sort of instruction, some of the mistresses in these institutions shew great ability; to assist the imagination, they make use of well-delineated views of the subjects on which they speak, and in this way they succeed in impressing better what they say on the tender mind of those who listen to them.

Both the boys and girls are occupied some hours of the day in works of taste, such as lace and crochet work, and similar things. This is practised with the boys to give them a strong habit of working. Some of the work produced by these infants is very remarkable.

With the above-named Asylums are united further classes, called "classes for finishing;" in these the children educated in the Asylums can, when they have passed the age of infancy, continue their course of instruction.

The Asylums of other cities of Tuscany are conducted very nearly in the same manner as those of Florence. Those at Leghorn, however, deserve to be specially commended. In proportion as this sort of institution is more diffused over Italy, will the road to a complete system of schools of efficient popular education be rendered more easy in that country.

SCHOOLS IN NEW YORK CITY.

NEW YORK city is gigantic in everything—wealth and poverty, splendor and squalidness, intelligence and ignorance, virtue and vice, all manifest themselves upon a scale of magnitude unapproached and unapproachable, at least on the occidental side of the Atlantic. Men may moralize, and very properly, upon the enormity and the amount of crime in New York; but they ought not, at the same time, to lose sight of the activity of her citizens in every good work.

Among the noble institutions of that city must be reckoned the Common Schools, of which, according to the recent report of the Superintendent, there are, including the Primary, Grammar, Evening, Colored, Normal School, and the Free Academy, the number of two

hundred and sixty two. The whole number of pupils taught in these institutions during the past year is 146,590; and the aggregate of money expended for this object, including the cost of new buildings, furniture, repairs, &c., was \$775,973. 38. Two hundred thousand of this sum was applied to the purchase of sites and the erection of ten new buildings at an average cost of \$20,000. Fifty of the school houses are capable of seating each two or three thousand pupils, and are divided into three departments, Male, Female and Primary, the departments occupying separate stories. In each of the Primary Schools three or four hundred of the younger pupils are instructed preparatory to entering the Grammar schools.

Five or six hundred teachers assemble each Saturday at the Normal School, where they receive lessons on instruction and discipline, and are thus continually improving and perfecting themselves in their own peculiar departments of science.

Seven hundred thousand dollars is a large sum for one city to raise in a single year for educational purposes, but it is only one dollar for each inhabitant, and less than one-half of the Alms House and Police expenses during the same time. The Board urge an increased expenditure the coming year for the establishment of a Free Academy for girls, similar to the one now in operation for boys where the female portion of the rising generation can receive instruction free of cost in the higher walks of literature and science, as well as in music, drawing, painting and designing, which is a consummation devoutly to be wished. —The report complains of the great multiplicity of books (a very common complaint everywhere) in use in the schools, of which there are 50 Spelling-books, 25 Geographies, 20 Grammars, 10 Algebras, 20 Histories, 115 Readers, and other books in proportion. On this subject the report says: "Where so large a number of teachers are employed under the same jurisdiction, a diversity of taste, judgment and strong preferences oftentimes might be expected. Yet, where a large population is crowded densely into a few square miles, and scholars frequently remove from one part of the city to another, this is a question which must sooner or later occupy the attention of the Board."

Papers on Practical Education.

EDUCATION OF BOYS AND GIRLS TOGETHER.

Mrs. Jameson, in her "Common Place Book of Thoughts, Memories and Fancies," says:—

I am convince from my own recollections, and from all I have learned from experienced teachers in large schools, that one of the most fatal mistakes in the training of children has been the too early separation of the sexes. I say has been, because I find that everywhere this most dangerous prejudice has been giving way before the light of truth and a more general acquaintance with that primal law of nature, which ought to teach us that the more we can assimilate on a large scale the public to the domestic training, the better for all.—There exists still, the impression—in the higher classes especially—that in early education, the mixture of the two sexes would tend to make the girls masculine and the boys effeminate, but experience shows us that it is all the other way. Boys learn a manly and protecting tenderness, and the girls become at once more feminine and more truthful.

Where this association has begun early enough, that is, before five years old, and has been continued till about ten or twelve, it has uniformly worked well; on this point the evidence is unanimous and decisive. So long ago as 1812, Francis Horner, in describing a school he visited at Enmore, near Bridgewater, speaks with approbation of the boys and the girls standing up together in the same class; it is the first mention, I find, of this innovation on the old collegiate or charity school plan—itsself a continuation of the monkish discipline. He says, "I like much the placing of the boys and girls together at an early age; it gave the boys a new spur of emulation." When I have seen a class of girls standing up together, there has been a sort of empty tittering, a vacancy in the faces, an inertness, which made it, as I thought, very uphill work for the teacher; so when it was a class of boys, there has been often a sluggishness—a tendency to ruffian tricks—requiring perpetual effort on the part of the master.

In teaching a class of boys and girls, accustomed to stand up together, there is little or nothing of this. They are brigher, readier, and better behaved; there is a kind of mutual influence working for good; and if there be emulation, it is not mingled with envy or jealousy. Mischief, such as might be apprehended, is in this case far less likely to arise than where boys and girls, habitually separated from infancy, are first thrown together, just at the age when the feelings are first awakened and the association has all the excitement of novelty. A very intelligent schoolmaster assured me that he has had more trouble with a class of fifty boys than with a school of three hundred boys and girls together, (in the midst of which I found him,) and that there were no inconveniences resulting which a wise and careful and efficient superintendent could not control. "There is," said he, "not

only more emulation, more quickness of brain, but altogether a superior healthiness of tone, body and mind, where the boys and girls are trained together till about ten years old, and it extends into their after-life. I should say because it is in accordance with the laws of God in forming us with mutual dependence for help from the very beginning of life."

What is curious enough, I find many people—fathers, mothers, teachers—who are agreed that in the schools for the lower classes, the two classes may be safely and advantageously associated, yet have a sort of horror of the idea of such an innovation in schools for the higher classes. One would like to know the reason for such a distinction, instead of being encountered, as is usual, by a sneer or a vile insinuation.

QUALIFICATION OF TEACHERS IN U. C.

The St. Thomas *Despatch* of the 25th July, in summing up an elaborate deprecatory article, upon the recent examination of Common School Teachers, in the County of Elgin, remarks:—"We write with a view to impress upon our teachers, the necessity of improving themselves in everything that relates to their profession; and upon parents and trustees, that of caring into whose hands they commit the intellectual culture and moral training of their young.

"With what diligence do we often seek for the best mechanics, when we have a house to build or adorn, and at what sacrifice do we often employ their labor. What pains do we take to inform ourselves of their skill and ability to accomplish the desired result, before we finally commit the rare materials to their hands; and with what anxiety do we watch their progress, day after day, as their skill and ingenuity are expended upon it.

"And is it not strange! passing strange! that the most valuable of all that is subject to our operations upon earth—the minds of our children—is often submitted, without a thought, to fingers the most unskilful in the work in which they are engaged. With stolid indifference we commit the immortal destiny of our young to teachers of the class referred to above, and the thought never troubles us, whether or not, the ineffaceable lines they are daily tracing upon the imperishable and plastic essence, tends to prepare the subject for acting his part properly, as a man of business, a christian, and a member of the civil community of which he forms a part. This ought not so to be. Education we *may* have, and we *shall* and *must* have it. The philanthropic and progressive spirit of the age calls for it; the vast resources of our country require it; and the cause of humanity and religion demands it. Let accomplished teachers be diligently sought for; let them be treated with due deference and respect when obtained, and let the remuneration be such as will induce men of talent and ability to devote themselves to teaching as the business of their lives. We shall in vain expect to see the profession filled with men of the requisite stamp, so long as the teacher's wages is meted out with so close and niggardly a hand as at present. £150 is as low a salary as should be offered to any teacher of youths."

THE BEAUTIFUL AND TASTEFUL IN EDUCATION.

"WHY should not the interior of our school houses aim at somewhat of the taste and elegance of a parlor? Might not the vase of flowers enrich the table, the walls display not only well executed maps, but historical pictures or engravings; and moralist or sage, orator or father of his country! Is it alleged that the expenses thus incurred, would be thrown away, and the beautiful objects defaced? This is not a necessary result.

I have been informed by teachers who had made the greatest advances towards appropriate and elegant accommodations for their pupils, that it was not so. They have said it was easier to enforce habits of neatness and order among objects whose taste and value made them worthy of care, than amid the parsimony of apparatus, whose pitiful meanness operates as a temptation to waste and destroy.

Let the communities, now so anxious to raise the standard of education, venture the experiment of a more liberal adornment of their dwellings. Let them put more faith in that respect for the beautiful which really exists in the young heart, and requires only to be called forth and nurtured to become an ally of virtue, and a handmaid to religion. Knowledge has a more imposing effect on the young mind, when it stands like the Apostle at the beautiful gate of the Temple. Memory looks back to it more joyously, from the distant or desolated tracks of life, for the bright scenery of its early path.

I hope the time is coming when every isolated village school house shall be an Attic temple, on whose exterior the occupant may study the principles of symmetry and grace. Why need the structures where the young are initiated into those virtues which make life beautiful, be divorced from taste and comfort. Do any reply that the "perception of the beautiful" is but a luxurious sensation, and may be dispensed with in systems of education which this age of *utility* establishes? Is not its culture the more demanded to throw a healthful leaven into the mass of society, and to serve as some counterpoise for that love of ac-

accumulation, which pervades every rank and spreads even in consecrated places the tables of the money changers.

In ancient times, the appreciation of whatever was beautiful in the frame of nature, was accounted salutary by sages and philosophers, Galen says, "he who has two loaves of bread, let him sell one and buy flowers, for bread is food for the body, *but flowers are food for the soul.*" If the "*perception of the beautiful*" may be made conducive to present and future happiness, if it have a tendency to refine and sublimate the character, ought it not to receive culture throughout the whole process of education? It takes root, most naturally and deeply, in the simple and loving heart; and is, therefore, peculiarly fitted to the early years of life, when, to borrow the words of a German writer, "every sweet sound takes a sweet odor by the hand, and walks in through the open door of the child's heart."—MRS. SIGOURNEY, *in Com. School Journal.*

JOURNAL OF  EDUCATION,
Upper Canada.

TORONTO: AUGUST, 1855.

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

APPORTIONMENT OF THE LEGISLATIVE SCHOOL GRANT TO THE TOWNSHIPS.

As a considerable number of inquiries have been addressed to the Educational Department, on the subject of the distribution of the county legislative school grant among the various townships for the current year, we have to make the following general explanation.

It will be seen, on referring to the official statement of the apportionment, published in the *Journal of Education* for June, that the aggregate sum apportioned to each county or union of counties is *much larger* than that of last year. This has been in consequence of the increased grant for common school purposes, which had been made by the Legislature early this year, and intimated by the Chief Superintendent in his circular to local Superintendents of the 18th of June.

It had been urged with great truth that, since the last census was taken, a large influx of population had taken place into the new and rapidly increasing counties to the west, which placed them at a disadvantage compared with the other less attractive counties and cities to the east, in obtaining a due share in the Legislative School Grant. It was therefore deemed but just and reasonable to adopt as a basis for the distribution of the Legislative School Grant for 1855 the school population returns of 1854, as authorized by the Legislature in case of a defective census.

Great care is taken every year by the Department, to obtain the most complete returns of the school population from each of the cities, towns, villages and townships of the Province. With this view it has been intimated to the local Superintendents that accuracy in the school population returns was of "special importance;" and they were authorized (in the instructions printed on the back of the annual reports to the Chief Superintendent) in all cases to "*approximate*" to the school population of those sections which might be unreported or but partially reported to them. It is evident, therefore, that the Educational Department cannot be held responsible for any discrepan-

cies, which have been discovered in this year's distribution of the school grant among the townships, as compared with former years' distribution, although it will do all in its power to remove such discrepancies wherever practicable.

The law, and the general regulations of the Department, provide every facility to procure the most authentic information upon any particular subject connected with the schools. Local Superintendents are also recommended to make special notes at the time of their official visits to the schools, of any matters on which they require additional information, so as to be enabled, in compiling their annual reports, to check each item therein. Where they fail to take these obvious precautions to ensure accuracy and completeness in their local statistics, (on which, as has been frequently urged, the Chief Superintendent must rely for the basis of his own general report,) they alone are responsible for any omission or defect.

It is obvious, however, that one great source of weakness in this part of the machinery of our educational system, is the incessant change of local Superintendents. Until this great defect is remedied, (and the County Council have it in their power to do so effectually*) we cannot expect that these officers can devote the time and patience, and acquire the experience necessary to as efficient a discharge of their duties as they themselves would wish. There are admirable exceptions, however, of local Superintendents, whose intelligence and devotion to the interests of the schools are worthy of universal imitation. But it is to be regretted that the present system of local superintendence (as a system) is too often characterised by mere fitful effort,—the result, in some cases, of a divided attention, unequal remuneration, and the entire dependence on a popular body for countenance and support, in the discharge of duties of a delicate and important nature; duties which require, among the other qualifications of an efficient local superintendent, a combination of intelligence, zeal and independence, with a thorough appreciation of, and an enlightened sympathy in, the great Christian and national objects contemplated in a system of public education;—and especially in one so generously sustained as ours is by the people and legislature of the province.

DEFECTIVE COUNTY FINANCIAL RETURNS.

In connection with the foregoing, it may be proper to give some explanation of the cause why a part of the legislative school grant has been withheld from individual townships in certain cases.

The proviso of the 40th section of the School Act of 1850, enacts, "That should the municipal corporation of any county, city, town or village, raise in any one year a less sum than that apportioned to it out of the Legislative School Grant, the Chief Superintendent of Schools shall deduct [not *may*, as some imagine, *but shall deduct*] a sum equal to the deficiency, from the apportionment, to such county, city, town or village,

* The third clause of the twenty-seventh section of the School Act of 1850, authorizes County Councils to appoint, annually, a local superintendent of schools for the *whole county*, or for one or more townships in such county. The thirteenth section enacts that the salary of a local superintendent shall "not be less than one pound, currency, per school." Neither can a local superintendent take charge of more than one hundred schools. In the State of New York, it appears from the following extract from a newspaper, that, "The expression of public opinion, through the press, seems to be strongly favorable to the restoration of county superintendents of common schools. It is stated that the State Superintendent of Public Instruction regards such a measure as highly desirable."

the following year." The fifth clause of the 35th section, also enacts "That it shall be the *duty* of the Chief Superintendent to see that *all moneys* apportioned by him be applied to the objects for which they were granted;" and the 45th section provides "That no part of the salaries of local superintendents of schools, nor of any person employed, or expenses incurred [treasurer's fees, &c. &c.] in the execution of this Act, shall be paid out of the school fund."

In order to afford the Educational Department the strongest evidence that the provisions from the law quoted above have been faithfully complied with, it is made the *duty* of each county council (5th clause, 27th section,) "to appoint annually, or oftener, auditors, whose duty it shall be to audit the accounts of the county treasurer and other officers to whom school moneys shall have been intrusted, and report to such council; and the county clerk shall transmit to the Chief Superintendent, on or before the first day of March in each year, a certified copy of the abstract of such report," &c. The law also requires the county council to take every precaution, and to exact security from each sub-treasurer entrusted with school moneys, that the entire of the school fund shall be strictly applied to the objects contemplated by the legislature. Another provision of the law imposes the same duties upon the councils of cities, towns and villages.

It must be apparent to every one that unless these local officers strictly perform their duty in accounting for the expenditure of the school fund, the Chief Superintendent cannot, in terms of the sections of the act quoted, pay an apportionment which the law expressly declares to be forfeited, and authorises him to deduct it. He can only pay an amount equal to that which has been accounted for as raised and expended according to law the preceding year.

It has been urged, that in giving effect to the law, the school teachers of a county should not be made to suffer for the neglect of the local school officers. True, as a question of personal consideration for, and sympathy with, a valuable class of public officers; but it should be borne in mind that if law were left dependent for its impartial administration upon the ever varying current of our feelings, it would soon degenerate into caprice. The grant is made to the county upon certain conditions prescribed by the legislature, and voluntarily accepted by the county. If, therefore, these conditions are not complied with on the part of the council, the department, acting on behalf of the legislature, cannot of course continue the grant until the conditions of receiving it are complied with.

But in order to prevent the teachers from suffering for any neglect on the part of the school officers of their county, the Chief Superintendent has invariably given *one year's notice* of any deduction which he may be compelled to make, in order to give the authorities of the county concerned an opportunity of completing their financial returns to the department. Further than this even departmental discretion cannot permit him to go, and less than this would not be sufficient to give effect to the salutary and excellent financial provisions of the school law.

DISTRIBUTION OF THE SCHOOL GRANT AMONG SCHOOL SECTIONS.

Several local superintendents and others having applied to the Educational Department to know if any modification would be made in the instructions issued by the Chief Superintendent in regard to the distribution of the school fund among the

school sections of a township, according to the average attendance of pupils. It has been instanced that a school which has been kept open for six months in a feeble section, thinly inhabited, is placed in a disadvantageous position as compared with a school kept open for the same period in a populous section the amounts of whose rate-bill or school assessment would enable the trustees to sustain their school much more efficiently, and at a less cost from each inhabitant. The reply sent has been as follows:

"It does not always follow that because two schools are kept open the same length of time that the same salary is paid to each teacher. As a general rule, the larger the school and the more populous the section, the higher the qualifications required, and the larger the salary paid to the teacher. Besides, the policy of this department has been to discourage small and feeble school sections so as to induce them to merge themselves into the larger school divisions. To pay each section according to its works is but fair and equitable. I may remark, however, that with a view to meet such cases as you describe and not to interfere with the just principle of distribution authorised by law, the first clause of the 27th section of the School Act of 1850, especially authorises each county council, in addition to the sum which it raises as an equivalent to the Legislative School Grant, 'to increase the county school fund at its discretion, so as to give special or additional aid to new or needy school sections, upon the recommendation of one or more local superintendents.'"

MANUALS FOR GRAMMAR AND COMMON SCHOOL OFFICERS.

A manual for the use of grammar and common school officers in cities, towns and villages, and also one for the use of rural trustees, is in course of preparation by this department, and will be distributed as soon as possible. These manuals will contain all the provisions of the law, with the general rules and regulations, list of text-books, &c., which are now in force.

THE SYDENHAM CRYSTAL PALACE.

The Sydenham Crystal Palace may justly take the first rank among the public exhibitions whose object is to combine recreation and instruction.

As a place of recreation, it is without a rival. There is no other place of public resort, with which we are acquainted, that affords so much innocent enjoyment. The visitor walks through the park attached to it, and gazes, now on the fairy-like structure, which rises from the brow of the hill into the clear blue sky, now on the magnificent landscape which stretches away in the opposite direction as far as the eye can reach, or on the beautiful park itself, which at every turn presents some new and agreeable surprise; or he resigns himself to the general feeling of enjoyment which, as a delightful spell, is thrown over his faculties by the genius of the scene. And if he enters the palace, the view that meets his gaze is even more enchanting. The vast and graceful proportions of the building itself; the flood of light, which enters its walls of transparent crystal, and mingling with the harmonious colors of its light and airy columns, bathes the whole of the interior in the most lovely rainbow hues; the numbers of beautiful and striking forms which throng the view; the rich products of human skill and ingenuity scattered here and there; and the gorgeous displays of beautiful flowers and elegant plants in all directions: all this and much more, conspires to form a spectacle of unequalled splendor and brilliancy. And when the visitor has gazed long enough at the *tout ensemble*, he turns his attention to the details, and finds in them an inexhaustible supply of matter to interest and amuse him. While he threads his way in delighted admiration among these varied objects, the sound of music suddenly sweeps through the long lines of the fairy fabric, rising wave upon wave with a tumultuous swell, until it fills the entire space, and makes it ring in every part with soul-stirring or cheerful strains. He now involuntarily gazes on the whole scene again: the music seems to harmonize with it, and to interpret it to his feelings; the impression, which it had already produced on his mind, is heightened in a tenfold degree; he sees that it is thronged by thousands of delighted specta-

tors and listeners like himself; and if he is poetical, he imagines it to be some enchanted scene in fairy-land; if he is not poetical, he sees in it a scene of innocent and happy enjoyment on the part of his fellow mortals, and his own enjoyment is increased in consequence.

On particular occasions, there are such additional attractions as a flower-show or a concert, in the palace, and military bands of music, or a display of the fountains in the gardens. When the fountains began to play, on a late occasion, the visitors made their way into the gardens; and the scene which was soon presented was one of indescribable beauty and interest. The water rose in graceful columns, some of them of enormous height, and fell over in wavy foam like folds of the finest muslin; while at intervals the sun peered out from behind a silvery cloud, and spanned the liquid columns with the most beautiful rainbows. Even Versailles was here or done, as many who had witnessed the far famed water displays of that royal abode were heard to acknowledge. All the terraces of the gardens were covered with dense throngs of happy beings, who added life to the scene, and thus gave it an interest which it could not otherwise have possessed. Certainly no monarch ever assembled so numerous a company of guests in so splendid a palace, or entertained them in so agreeable and rational a manner.

As a place of instruction, the Crystal Palace has more formidable rivals; but it possesses many and great advantages in this respect also, and some of them are peculiar to itself.

First and foremost among these we would mention the Architectural and Fine Arts Courts. These will give us a condensed view of the leading characteristics of the different styles of architecture which have been adopted at successive periods by various civilized nations; and will also present us with specimens of the sculpture produced by those several nations. We may here trace with pleasure and with profit the progress of these two sister arts through all the varied phases which they have assumed, from the earliest ages to comparatively recent times. Nothing could be more educative than such a survey.—To those who already possess an acquaintance with the history of the various nations, these courts will afford the most interesting and valuable illustrations; while those who are destitute of such knowledge will have their curiosity and interest awakened, and in many cases be stimulated to seek for further information. No person of ordinary intelligence could view the rich decorations of the Alhambra Court, without wishing to learn something of the history of the Moors; or the gigantic figures of Rameses the Great, without feeling curious to know something about the manners, customs, and religion of the Egyptians. Many of these architectural and sculptural remains, now, as it were, brought within the reach of everybody, could not formerly have been inspected without a journey over a great part of the world. It is true that we see but copies and imitations: but then how great the difference between this and not seeing them at all, or only seeing them on paper! The diligent student of history will know how to appreciate the privilege.

Next there is the Portrait Gallery, which contains the most extensive collection of busts of great or notable men ever brought together. We may there find the busts of the great men of every civilized nation, in whatever department they may have achieved their greatness.

"Here mighty chiefs in later ages born,
Or worthies old whom arms or arts adorn,
Who cities raised, or trained a monstrous race,
The walls in venerable order grace,
Heroes in animated marble frown,
And legislators seem to think in stone."

True, the marble has here again to be imagined; but that is very easily done, so long as we have the form and features.

What study can be more interesting and instructive than that of the lives of great men? And in connection with this study, how precious to us is any representation of the form and lineaments of that material body in which it pleased the Creator to envelope the immortal spirits of the men whom he has sent into the world from time to time to influence the destinies of the human race.

"Tho' the giant ages heave the hill
And break the shore, and evermore
Make and break and work their will;
Tho' worlds on worlds in myriads roll
Round us, each with different powers,
And other forms of life than ours,
What know we greater than the soul?
On God and Godlike men we build our trust."

To facilitate a methodical and instructive inspection of these portrait-busts, they are arranged according to the country to which the celebrities belonged, the time at which they lived, and the department in which they distinguished themselves; and these three particulars, together with the names of the celebrity and the sculptor, are inscribed under each portrait.

Art is thus represented in the Crystal Palace, by Architecture and Sculpture, on a most comprehensive scale; and the objects have all

been selected and grouped with a special relation to instruction. The building itself which enshrines these objects, furnishes a further illustration of the progress of art, representing as it does a style of architecture which has arisen in our own day, and of which the Crystal Palace is as yet the noblest specimen that has been produced. The thoughtful observer may see in this style of architecture striking evidence of the advance which has been made in the present age in the application of science to architectural construction.

Science is represented by Zoology, Botany and Geology, which were considered to be the departments that best admit of illustration. Here again a novel and peculiar mode of arrangement has been adopted, with the view of making the objects yield the largest amount of instruction. The attempt has been made, and, as we think, with great success, to arrange them all in characteristic groups, so as to show their natural relation and dependence, and to give a real and life-like aspect to the representation.

In the Natural History Department, which is inside the building, the illustrations of the animal and vegetable kingdoms have been arranged according to their geographical distribution. Each great division of the world has a portion of space allotted to it, and illustrations of the animals and plants peculiar to it are grouped side by side, as they occur in their native countries.

Among the illustrations of animals are included representations of the various races of men, engaged in characteristic occupations. This is the first Ethnological collection that has been attempted. It shews us at a glance the physical characteristics of the several varieties of the human family, and affords us an occasion for much instructive inquiry into their social, intellectual and moral condition. Such inquiries have an important bearing on a subject of the most absorbing interest to every thinking mind, namely, the future destiny of the human race. It is a subject which all who have it in their power to exert any influence on the progress of society are bound to study deeply, if they would direct that progress aright.

The plants are real specimens, and their growth is maintained only by very great care and attention. They present living illustrations of every class of vegetation, from the groveling lichen to the stately palm and the noble oak, all growing in truthful representations of their native abodes.

The Geological Illustrations, which are placed in the Park, are unique in their character. The same principle of grouping is here applied to the prehuman world. There are real strata of the whole series of rocks, in regular succession and in characteristic positions, with faults, fissures, and caves, just as they occur in nature. And many of the largest and most remarkable of the extinct animals of the secondary and tertiary periods have been restored, and are placed on islands and in shallow lakes, intended to represent the physical conditions, under which they appear to have lived.

Next to a visit to some chalk pit, coal-mine, sea-cliff, or mountain escarpment, there could be no better mode of gaining an idea of the nature and superposition of geological strata, than an inspection of the rocks in this department of the Crystal Palace. The restorations of extinct animals will give the death-blow to the absurd prejudice existing against geology, by popularizing a knowledge of the subject. It will be in vain for any bishop to prohibit his clergy from referring to the subject in the pulpit, now that these creatures of bygone ages are brought above ground, and are rendered so very palpable. They can no longer be treated as fabulous creations of atheistical philosophers, and as having a tendency to subvert revealed religion; but they must now be acknowledged as the real creations of the Almighty himself, and their remains must be regarded rather as a further revelation, which He has treasured up for us in the bowels of the earth, in order that we may form larger conceptions of His power and glory, of the depth and riches of His love towards His children, of Time and Eternity, and of the destiny of our race both here and hereafter. Most readers know how mighty an impulse Cuvier gave to the progress of geology, by his celebrated restorations of animals of the tertiary epoch: another such impulse will be given to the science by the restorations at the Crystal Palace. We may rely upon their accuracy, seeing that they have the sanction of Professor Owen, the Cuvier of England.

Both the artistic and scientific departments of the Crystal Palace have thus a highly educative tendency, and possess features which are peculiar to them. There are other departments which, though not so characteristic of this exhibition, may yield a large amount of practical and useful information to an intelligent and careful observer. Such are the Raw Produce and Agricultural Collection, which exhibits the different kinds of soil, the produce of the soil, and the economic and technical uses to which the produce is applied; the Machinery and Agricultural Implement Department, which exhibits the mechanical contrivances by which our manufactures and our agriculture are conducted; the various Industrial Courts, which contain specimens of the results of our manufactures; and the foreign Industrial Court, in which articles of art and manufacture produced by other nations may be seen. The Crystal Palace is therefore well calculated to afford

valuable lessons in Industrial Manufacture, as well as in Science and Art.

Taken separately, then, either as a place of recreation, or as a place of instruction, the Crystal Palace possesses great, and, to some extent, peculiar advantages; and, as it combines both these characters, each in this high degree, it may fairly claim to rank above all other institutions established with a similar object.

We trust that the public will know how to appreciate an institution which offers them this unparalleled combination of advantages, and that they will not suffer it to fail for want of that support to which it is so well entitled. Instead of looking on and speculating upon its probable chances as a commercial undertaking they should, for their own sakes, rally round it and insure its success. It is a national work, which was conceived and carried out by men of enlightened enterprise; to which eminent literary and scientific men have lent the aid of their learning and their skill; to which distinguished philanthropists and friends of education have given their countenance and support, and which Her Most Gracious Majesty the Queen has regarded with peculiar favor and interest, as calculated to contribute to the happiness and improvement of all classes of her people. 'Twere a national disgrace, as well as a national loss, if so noble an institution were allowed to droop or die, from the sheer indifference of the public to their own interests. The Crystal Palace is peculiarly their own; let them guard their own from destruction.—*English Educational Expositor*, July 1, 1855.

Miscellaneous.

THE LITTLE BOY THAT DIED.

Dr. Chambers is said to be the author of the following beautiful poem, written on the occasion of the death of a young son whom he greatly loved:—

I am all alone in my chamber now,
And the midnight hour is near,
And the faggot's crack and the clock's dull tick
Are the only sounds I hear;
And ever my soul in its solitude
Sweet feelings of sadness glide,
For my heart and my eyes are full when I think
Of the little boy that died.

I went one night to my father's house,
Went home to the dear ones all,
And softly I opened the garden-gate,
And softly the door of the hall;
My mother came out to meet her son,
She kissed me and then she sighed,
And her head fell on my neck, and she wept
For the little boy that died.

I shall miss him when the flowers come
In the garden where he played;
I shall miss him more by the fire-side
When the flowers have all decayed;
I shall see his toys and his empty chair
And the horse he used to ride;
And they will speak with a silent speech
Of the little boy that died.

We shall go home to our Father's house—
To our Father's house in the skies,
Where the hope of our souls shall have no blight,
Our love no broken ties;
We shall roam on the banks of the river of peace,
And bathe in its blissful tide,
And one of the joys of our Heaven shall be
The little boy that died.

A SCHOOL INCIDENT.

In my early years, I attended the public school in Roxbury, Massachusetts. Dr. Nathaniel Prentice was our respected teacher; but his patience, at times, would get nearly exhausted by the infractions of the school-rules by the scholars. On one occasion, in rather a wrathful way, he threatened to punish, with six blows of a heavy ferule, the first boy detected in whispering, appointing some as detectors. Shortly after, one of these detectors shouted—

"Master, John Zeigler is whispering."

John was called up, and asked if it was a fact—(John, by the way, was a favorite, both of the teacher and his school-mates.)

"Yes," answered John, "I was not aware what I was about. I was intent in working out a sum, and requested the one who sat next, to

reach me the arithmetic that contained the rule, which I wished to see."

The Doctor regretted his hasty threat, but told John he could not suffer him to escape the punishment, and continued—

"I wish I could avoid it, but I cannot, without a forfeiture of my word, and the consequent loss of my authority. I will," continued he, "leave it to any three scholars you may choose, to say whether or not I remit the punishment."

John said he was agreed to that, and immediately called out G. S., T. D., and D. P. D. The Doctor told them to return a verdict, which they soon did, (after consultation,) as follows:

"The master's word must be kept inviolate—John must receive the threatened punishment of six blows of the ferule; but it must be inflicted on volunteer proxies; and we, the arbitrators, will share the punishment by receiving two blows each."

John, who had listened to the verdict, stepped up to the Doctor, and, with outstretched hand, exclaimed—

"Master, here is my hand; they shan't be struck a blow; I will receive the punishment."

The Doctor, under pretence of wiping his face, shielded his eyes, and telling the boys to go to their seats, said he would think of it. I believe he did think of it to his dying day, that the punishment was never inflicted.—*Cincinnati Times*.

THE SUBDUING INFLUENCE OF CHILDREN.

What would this world be really worth, if it were robbed of the hearty laugh and merry prattle of little children? What home would be worth the name of "home," if there were taken from it those little vines, which morning and night put out their little arms to climb and kiss the parent stem? What hearth would look cheerful, if around it were not those little Lares to cheat it of its loneliness and gloom? What a desert is, without an oasis—a forest, without a shrub—a garden, without a flower—a lute, without a string, so is a home without children. Who does not love little children? Who does not feel happy, when his heart doors are locked suspiciously against all the rest of the world, in raising its windows and letting these little ones flock in, and rummaging every secret drawer and cupboard from the basement to the attic? Happy is that man who loves little children. Let him be a stranger in a strange place—let him meet with faces unknown before—let him find no heart which beats sympathetically with his own, and yet the sparkling eyes, the curly locks, the sprightly step, and the happy laughter of children are the same to him here as at home. Their bright faces are like stars to him, ever twinkling the same wherever he goes; their gay voices are like cheerful murmuring rivulets, or like the happy songs of birds, always sounding the same to his ears. Let him be sad—let the clouds of sorrow gather their darkness and his years—let the snows of adversity chill his better nature—and yet, but let him feel the influence of children, and his soul, like a broken instrument now repaired and newly strung, vibrates with softer and more melodious tones.

THE SAINTED DEAD.

They are our treasures—changeless and shining treasures. Let us look hopefully. Not lost, but gone before. Lost only like stars of the morning, that have faded into the light of a brighter heaven. Lost to earth, out not to us. When the earth is dark, then the heavens are bright; when objects around become indistinct and invisible in the shades of night, then objects above us are more clearly seen. So is the night of sorrow and mourning; it settles down upon us like a lonely twilight at the grave of our friends, but then already they shine on high. While we weep, they sing. While they are with us upon earth, they lie upon our hearts refreshingly, like the dew upon the flowers; when they disappear, it is by a power from above that has drawn them upward; and, though lost on earth, they still float in the skies. Like the dew that is absorbed from the flowers, they will not return to us; but, like the flowers themselves, we will die, yet only to bloom again in the Eden above. Then those whom the heavens have absorbed and removed from us, by the sweet attraction of their love, made holier and lovelier in light, will draw towards us again by holy affinity, and rest on our hearts as before. They are our treasures—loving ones—the sainted dead!—*Harbaugh's Heavenly Recognition*.

ACQUISITION AND APPLICATION OF KNOWLEDGE

In the preface of Henry Mayhew's new work, entitled, "The Peasant Boy Philosopher," occurs the following sentence, which expresses exactly the difference between the mere acquisition of knowledge, and the power of applying it:—"Such is the capacity of some minds, that they may be crammed with any amount of knowledge, though, after all, they will be learned rather than wise, lacking the power to apply their information with any profit to themselves or others, and being only intellectually corpulent instead of intellectually strong."

A TOUCHING INSTANCE OF KINDNESS.

The appended interesting anecdote, in which Mr. Warren, the Recorder of Hull and the author of "Ten Thousand a Year," exhibits a most touching instance of a kind and affectionate heart, will be read with pleasure by the admirers of that excellent man and successful writer, while, at the same time, they may derive from it an unusual lesson. The Rev. C. H. Bromby, lecturing a short time ago before the Association of Schoolmasters of Great Britain, amidst very many admirable suggestions, pointed out the necessity of introducing more kindness into the system of teaching. He illustrated this by a beautiful anecdote. Said he—"Last winter I wandered into the Session House in Hull, and witnessed the trial of a boy of tender years. The Recorder was afflicted with emotion when he found that he was a hardened and oft-condemned criminal, though young. He behaved throughout his trial with the most sullen indifference. In passing sentence, the Recorder followed a new track. 'My boy,' he said, 'I can find none to say a word for you, but I can pity you from my heart; you even know not who your father is, and your other unnatural parent deserted you whilst a child; you have had no friend to guard you; no monitor to warn you; you have never known a tender mother's love, and were never taught by her to think of God and to pray to him.' The boy, who could hear of former committals and endless thefts without an emotion, began to lower his head when the Recorder used the first tone of compassion; lower and lower it went; but at the name of a mother he had never known—the dry channels of his eyes became filled, until at last the boy sobbed as if his heart would break for the very unwontedness of his emotion! So taught the Saviour of mankind the outcast—the publican and the sinner—and shall we fall back upon terror and fear with the tender children of our daily schools?"

THE MENTAL FACULTIES.

1. The perceptive faculties are those by which we become acquainted with the existence and qualities of the external world.
2. Consciousness is the faculty by which we become cognizant of the operations of our own minds.
3. Original suggestion is the faculty which gives rise to original ideas, occasioned by the perceptive faculties or consciousness.
4. Abstraction is the faculty by which, from conceptions of individuals, we form conceptions of genera and species; or, in general classes.
5. Memory is the faculty by which we retain and recall our knowledge of the past.
6. Reason is that faculty by which, from the use of the knowledge obtained by the other faculties, we are enabled to proceed to other and original knowledge.
7. Imagination is that faculty by which, from materials already existing in the mind, we form complicated conceptions or mental images, according to our own will.
8. Taste is that sensibility by which we recognize the beauties and deformities of nature or art, deriving pleasure from the one, and suffering pain from the other.—*Dr. Wayland.*

EXTRAORDINARY FACTS ILLUSTRATIVE OF THE POWER OF PRAYER AND FAITH.

Under this heading, the *Morning Chronicle* gave, on the 11th of June ult., the following statement, which under any circumstances is highly interesting:

A series of three religious meetings, of an extraordinary and deeply interesting character, were held at Bristol, on the evenings of Wednesday, Thursday and Friday last, for the purpose of hearing from the Rev. G. Muller, the pastor of a sect meeting at Bethesda Chapel, Great George Street, a narrative of the Lord's dealings with him, in answer to faith and prayer, and especially with reference to the New Orphan House on Ashley Down, near that city. No traveller into Bristol by the main turnpike road from Gloucester can fail to have been struck with an extensive pile of buildings, which stand, at once an ornament and a marvel, on the northern extremity of the borough. In answer to inquiry, he will find that in that institution 300 children, from early infancy up to seventeen and eighteen years old, are maintained, clothed and educated, and that "solely through the efficacy of faith and prayer." When the Rev. G. Muller commenced the work, some ten or twelve years ago, he made no appeal to man, issued no prospectus, held no public meeting, made known no subscription list. He simply—according to his own statement—waited on the Lord in prayer, and having ascertained that His mind was favorable, he prayed for means, and waited for them to come to him, in the fullest faith that they would be vouchsafed to him. Marvellous as, in a worldly point of view, it may seem, the means did come in voluntarily, anonymously, and from all parts of the empire. Considerably more than 20,000*l.* was amassed, the structure was raised, the children—all orphans bereft of both parents—received into it, matron, nurses and officers, schoolmasters and mistresses were appointed, and the work

of maintenance, of education, commenced, and that without a shilling of endowment, or a single patron, trustee, or annual subscriber. The work has since been carried on in the same way, support being derived from such casual funds as have been volunteered—almost always anonymously, and invariably without solicitation. The immediate object of the present meeting was to receive from Mr. Muller a statement of the Lord's dealings with him, in relation to his intention to commence immediately the first of two other houses for the support of 700 orphans more. In communicating his intention, the Rev. gentleman said:—Not only had he been already sustained in supporting 300 children bereft of both parents, in extending missionary objects, and distributing Gospel tracts, but the Lord had led him to contemplate the building of another Orphan Asylum, at an expense of 35,000*l.*, for 700 orphans more. For six months after the idea was presented to his mind, he never prayed to the Lord for means at all, but simply to ascertain what was the mind and will of the Lord.

Thousands of prayers were brought before God, but not one for means. He prayed to find that it was not a snare for his own heart, and that he was not deluded by the devil, and graciously did the Lord answer him. Once resolved in his mind that he must build, he began to pray for means, and means came in. First he got a half sovereign, and then up to a pound—the thirty-five thousandth part of what he needed was gained, and his heart was filled with gratitude. By-and-by he got up to 35*l.*, the thousandth part; and by-and-by again to the hundredth part—great was his cause of thanksgiving. Then larger contributions came in, and he got to the tenth part, the eighth, the sixth, the fourth. There was cause for more abundant thanksgiving, and for further waiting on the Lord. By-and-by he came to the third, the half, and now he had got more than that, for on the 26th of May his fund amounted to 23,059*l.* 17*s.* 8*d.* Mr. Muller read his diary, which showed how the funds had come in in cash and kind, and in sums varying in amount from 2*d.* up to 5,700*l.* All the contributions were anonymous, and some of them consisted of articles for sale, such as gold-dust, jewellery, trinkets, &c. One contribution was from California and another from Toronto, and there were others from Liverpool, Brighton, &c., but the great bulk was supplied from residents in Bristol. Never, from the first, had he been permitted to doubt the accomplishment of the work. More than once had his faith and patience been severely tried, but graciously had they been sustained. Whenever disappointment seemed to cross him he remembered that his Father was in the work, and that God cared for poor orphans infinitely more than he did or could care, and that if the Most High did not see the time for the completion of the work, His servant might well afford to wait. Having now enough in hand to warrant him in proceeding, he had engaged architects, and should immediately commence the new asylum for 400 orphan girls. The work would be begun early in July; indeed, he might say that it had been begun already, for on the 29th of May they commenced the sinking of four wells. With regard to the time at which he would commence that for the remaining 300 he could state nothing definite now; but let no one suppose that it would not be commenced. By God's help the work would be accomplished. So unostentatiously and so quietly had Mr. Muller carried on his operations, that beyond a vague idea that he intended at some time to enlarge his Asylum, nothing was known of his intentions. How he has contrived to reach the hearts and minds of his donors is his mystery.—*English Governess.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

On Thursday, the 9th inst., M. le Capitaine de Belveze, accompanied by Capt. Gauthier, and G. W. Allan, Esq., Mayor of Toronto, visited the Normal School and Educational Department for Upper Canada. In the absence of the Chief Superintendent they were received by the Deputy Superintendent and the Head Master. In the Council Room were displayed miniature silk flags of France and Turkey and England, in honor of the alliance between these powers. The Commandant visited the Library depositories, the Normal School proper, the Theatre and other parts of the building, and expressed himself highly pleased with what he had witnessed. . . . A School Demonstration took place lately in the Township of Thurlow, at which about 3000 persons were present. The pupils and teachers of eleven schools occupied seats prepared for them. Judge Smart, Dr. Hope, and other leading citizens of Belleville, with a number of the influential farmers of the township occupied the platform. The proceedings were entirely satisfactory. . . . A correspondent of the *Toronto Leader*, an "American," in his impressions of the City of Toronto, thus writes in regard to the Educational Department:—

The Normal School is justly the pride and glory of Canada. Her people have given the strongest and most positive proof of their attachment to the cause of popular education, in providing on the most liberal plan buildings and grounds for carrying out this great object. A stroll of an hour through the different departments strengthened our love and heightened our zeal in the cause. The destinies of all countries are, to a certain extent, placed in the hands of our youth, and hence nothing can be more necessary for governments than to see that they are properly instructed in all the arts and sciences of civilization, and thus become proper and fit subjects to sway the sceptre of government. Mr. Hodgins, the faithful and obliging Deputy Superintendent, will please accept our thanks for the courteous manner in which he treated us, and the pains taken in showing us the different departments of the institution. . . . Messrs. E. & J. F. Moore, of Hamilton, have offered a site of "ten acres of ground on the Mountain, within a quarter of a mile of the southern limits of the city," for the contemplated College in that city. J. Hurlburt, Esq., A.M., of the Adelaide Academy, has suggested the erection of the College into an University, containing six Faculties of (1) Arts, (2) Law, (3) Medicine, (4) Agriculture, (5) Commerce, and (6) Mechanics. . . . The Calendar of Trinity College, Toronto, for 1855, has been published. The following degrees have been granted: One D.C.L., four M.D., eight M.A., nine M.B., one Mus. Bac., and nine B.A. There are forty-three Undergraduates. The following are the scholarships and the prizes: Scholarships,—Two Wellington, two Burnside, one Strachan, two Soc. Prop. Gospel, two Cameron, three Allan, one Law, five Divinity, and one Denison Exhibition; Prizes,—Two Kent, two Bethune, two Chancellor, and one Bishop. The Library contains 2600 volumes. . . . M. H. Foley, Esq., M.P.P., has presented a volume of Maps of the Counties of Canada to the Norfolk Grammar School. . . . The London (U. C.) *Times*, thus reports the proceedings at the close of the term of the British and Foreign School Society's School:—"Most of the scholars, neatly dressed and well behaved, were present, together with a large number of their parents and friends of the institution. The services of the evening were commenced with singing and prayer; the children engaging very correctly and heartily in the singing. The Rev. Mr. Dillon gave a pleasing statement of the principles of the school; which are those of a secular education incorporated with consecutive religious instruction. Before closing, Mr. Dillon remarked that, through the liberality of the friends of the cause, the building formerly known as the Artillery Barracks had been fitted up for a school; the present room being found too small, upwards of 200 children having been refused admission. The new rooms will accommodate some 400 children." . . . The usual Examinations of Upper Canada College were held on the 25th ult. A "Spectator" states that,—"The audience was composed of many ladies and gentlemen, all of whom took a deep interest in the proceedings. The large room had placed on its walls several large boards, on which in gilt letters were inscribed the names of those College boys who have distinguished themselves in the University, &c., after leaving College. One board at the south side had inscribed upon it the names of the exhibitioners." . . . Alexander Workman, Esq., of Ottawa, having retired from the office of Local Superintendent of Schools for that city, a very complimentary address was presented to him on the 14th ult. by the teachers of the city.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

EARL STANHOPE has signified to the Vice Chancellor of Oxford University that it is his intention to give during his life, and to bequeath after his death, an annual prize of £20 for the best composition on a modern history subject. . . . The total number of students in Edinburgh University is 1273, being 35 less than in the previous year.—Of these 978 belong to Scotland. . . . An English newspaper, in surveying the recent proceedings of the Legislature in regard to popular education, "observes:—Educational Bills—Nos. 1, 2, and 3,—were respectfully inurned without the honours of a second reading, and with but brief regrets from their several friends. Sir John Pakington's speech did him much credit, and to his sincerity, and even to the value of his three main principles, Lord John Russell paid willing homage. Next session, if the present Government be in existence, Lord John will be prepared with a measure of ampler scope than that which he introduced at the beginning of the present. It will include the feature of local rates, although with the design of aiding the existing system of education rather than of having recourse to a new one. His lordship has also come over to Sir John Pakington's opinion that it would now be an improvement if the

President of the Council became Minister of Education, and if the Committee were represented in the House of Commons, by an official holding the rank of Privy Councillor, whose function would be to explain and defend the measures submitted on the subject of education. Accordingly, we may expect in due time to see the establishment of a Government Department of Education. The Scottish Education Bill survives, and is passing through Committee with now and then an amendment carried in spite of the Lord Advocate, and with majorities whose smallness must chagrin him. . . . A grand cavalcade of the students of the University of Leyden has recently taken place, on the occasion of the 280th anniversary of the foundation of that establishment. The town wore all the appearance of a *fête*, and the cavalcade was remarkable for its historical correctness, and for the richness of the costumes. A great number of foreigners were present. . . . A curious monument was erected last winter, to the Swedish poet Tegnor. The students of Lund moulded a gigantic figure out of snow; which they were pleased to call an effigy of their beloved bard, and which, according to the latest reports, is still standing most majestically in the square before the University, in spite of the sunshine.

SUGGESTIONS ON EDUCATION IN ENGLAND.

Two Blue Books have just been published treating of Education in England. The first contains copies of all minutes of the Privy Council on education, arranged in chronological order, extending from the 3rd of June, 1839, to the 19th of January, 1855. The second, a thick volume of 765 pages, contains minutes of the Committee of Council on Education, correspondence, financial statements, examination papers, and reports by her Majesty's Inspectors of Schools for the year 1854-55. The two most remarkable of these reports, perhaps, are those of the Rev. H. Moseley, and the Rev. W. H. Brookfield. Mr. Moseley does not consider that the present subjects of elementary instruction are the best, inasmuch as religious knowledge, reading, writing, arithmetic, English grammar, history and geography, under the form in which they are usually taught in schools, tend but little to the development of the reasoning powers, or the exercise of the intelligence of children, and are but poor expedients of general education. He urges, and has urged for many years, the teaching of that kind of knowledge dignified by the name of the "science of common things," so powerfully advocated by the Lord Ashburton, but does not disguise the great difficulty of introducing this as a branch of elementary instruction, doubting, as he does, whether the whole of the training schools could furnish one master possessing enough for the purpose of that kind of scientific knowledge which must be at the basis of it. Mr. Moseley thinks the science of chemistry the best adapted to this end, one great characteristic of which is that, with whatever is to be reasoned on and understood, there is always associated something that is to be done.

Mr. Brookfield (who presided last February at the annual festival of the Church Schoolmasters' Association) equally urges the importance of the study of "common things," and humorously reminds his professional friends of the south-eastern districts, in reference to some examination papers in history which he lately reviewed, that Alfred the Great would have been the last man, notwithstanding his neglect of "those unlucky cakes" in the Isle of Athelney, to advocate a disconnection between uncommon lore and "common things," a mistake peculiar to the ignorant and the pedantic. Mr. Brookfield expresses his conviction that the cause of elementary instruction has made steady and very satisfactory progress in the south-eastern district. He has in no department observed a greater improvement than in geography, and in three subjects only does not see much advance, namely, English grammar, English history, and the Church Catechism. With reference to the study of grammar, the Rev. Inspector strongly recommends the two little volumes upon "Words," and "English past and present," by the Rev. Professor Trench, of King's College, London; and, as regards English history, he traces the deficiency of knowledge to a want of good books, brief and inexpensive, on the subject. The Church Catechism is taught too much by rote, and its repetition with verbal accuracy appears to be the sole result of the instruction under this head. The questions given at the examination for the Ashburton prizes in 1854 appear, on the whole, sufficiently practical to elicit a candidate's knowledge of "common things," although it is certainly rather amusing to find the school-mistress asked to state "the advantages of cleaning the teeth daily, and the disadvantages of losing them (to ladies especially) in early life."

PRUSSIA RETROGRADING IN EDUCATION.

We learn, from a late number of the *New York Independent*, that the Prussian Government has taken the first step towards degrading the charac-

ter of her world-renowned schools. The first blow has fallen upon the Normal Schools. The science of teaching which has heretofore occupied six hours each week, is to be restricted to two hours, and the course of study is to embrace only the things to be taught in the primary schools. The time thus saved is to be devoted to the catechism. The reason for all this is that the teachers have indulged in too much freedom of opinion, and it is charged that the schoolmasters were at the bottom of those revolutionary movements which for the last few years have given the governments so much trouble.

The teachers henceforth are to learn only what they are expected to teach, and it is rightly enough judged that this will kill the spirit of learning and free inquiry amongst them. Without general scholarship the teacher will become the fit tool of despotism.

Thus, after all, Prussia has capped the climax of that praise which all christendom has bestowed so freely upon her public schools and her teachers. Its co-existence with despotism has long been an objection, in the American mind at least, to her system of education. This effort of despotism to crush it has wiped off only the dark spot on it. Learning and liberty are once more shown to be inseparable and the schoolmaster has been proven the sturdiest foe of tyranny.—*Mich. Journal of Education.*

EDUCATION IN THE HAWAIIAN ISLANDS.

The report of the Minister of Public Instruction, in the Hawaiian Islands, has been made, embracing the following heads:—

1. The common free schools.
2. The select schools.
3. General items, marriages, births and deaths, medicines, school lands, public morals, a summary of the accounts, &c.

The following summary is taken from the statistical table and quarterly accounts herewith enclosed, marked A. B., and exhibits a condensed view of the free schools for the year 1854, now under a review:—

THE COMMON FREE SCHOOLS.

The whole number of free schools in 1854.....	412
Whole number of scholars in same.....	10,641
Do do readers do.....	6,022
Do do writers do.....	3,726
Do do in arithmetic.....	5,168
Do do in geography.....	2,973
Do do in vocal music.....	2,886

The above 10,641 scholars is the average of the four quarters; the greatest number in the schools during the year, was 11,782.

The report says the common schools are spoken of disparagingly by some, who would even abolish them altogether, and expend the entire school revenue on English schools for natives. The select schools are well spoken of.

The state of public morals is improving. Out of Honolulu and Lahaina there is very little public disorder. Convictions for crimes fallen off, in the last five years, about 80 per cent.

EDUCATIONAL EXHIBITION AT MALTA.

An exhibition of educational apparatus and results has lately been held in Malta, at the instigation, and under the superintendence, of the Venerable Abate Pullicino, Chief Director of Primary Education. It was opened to the public in the Infant School of Valetta on the 21st April. The Chief Director read an Introductory Discourse to the teachers of the primary schools who assembled on the occasion of the opening. We have been favored with a copy. Dr. Pullicino sketched the history of the Educational Exhibition which was held in London towards the middle of last year by the Society of Arts, and the part which Malta took in it, and remarked that, if they had not been able to profit by what others contributed to that exhibition, they had at least derived this benefit from it, that it had suggested the idea of holding a similar one among themselves. He proceeded to notice some of the advantages which might be expected to result from such an exhibition: the opportunity which it would afford to the public of observing with a single *coup d'œil* the condition of the schools scattered through the islands; the emulation which it would excite, not so much between one individual and another, as between school and school, and which would impart life to all more or less; and the profit which the teachers would derive from it, and through them the schools. The venerable Abate next referred to the difficulty attending such exhibitions, arising from the uncertainty of seeing performances exhibited which had been executed entirely by the pupils; but he thought deception very difficult in the case of schools which were under the central direction of one person, who could easily tell when such an abuse was committed. He then directed attention to various classes of results

exhibited: exercises in drawing, penmanship, descriptive and mathematical geography, book-keeping, and needlework; insisting on the value and importance of each study. He remarked on the absence of exercises in drawing applied to botany, and in vocal music: he had already strongly recommended the former subject, and he knew that progress was being made in it. Some classes were about to be established at Valetta for the study of vocal music.

UNITED STATES.

MONTHLY SUMMARY.

The Board of School Trustees in Louisville, by a vote of seven to five, have dismissed several teachers in our public schools on account of their foreign birth. . . . The whole number of pupils attending the public schools in Michigan is 173,421. . . . Every Grammar School in the Sixteenth Ward, in the City of New York, has a fine piano for its use. The Primary departments alone lack this excellent aid to the preservation of order among such armies of little folks. . . . Another Mat. Ward affair has recently occurred in Pontotoc, Miss. It appears that Mr. Brown, the principal of the male academy at Pontotoc, had punished one of his pupils about a week since. A brother of the boy that was whipped, by the name of Wray, made threats against Mr. Brown for the aforesaid punishment, to which but little attention was paid. On Monday, young Wray, a youth of some seventeen or eighteen years old took a position where Mr. Brown would pass on his way home from school, and waited until he came along, when Wray attacked him. Brown only acted in self defence, and those who saw it thought it only to be a scuffle between them, until they saw Brown run a few yards, his hands upon his abdomen, and fall down lifeless. While they were clinched, Wray had inflicted two wounds upon Brown with a large Bowie-knife, which killed him almost instantly. The young man was arrested at once. Mr. Brown was a man much respected, and leaves a young widow, to whom he had been married but a few months, to mourn his untimely end. . . . The tenth annual session of the New York Teachers' Association took place recently at Utica. The proceedings were highly interesting. The Rev. W. Ormiston, of Toronto, delivered some admirable addresses. . . . The American Association for the advancement of education, will meet in the City of New York the latter end of this month. The proceedings promise to be interesting. . . . The prospectus of an "American Journal of Education and College Review," has been issued. The Journal is to be edited by the Rev. Absalom Peters, D.D., and the Hon. Henry Barnard, LL.D. It will be published monthly, and will contain about 80 pages each number. Price \$3 per annum. N. A. Calkins, Publisher, 348 Broadway, New York.

EDUCATION OF CHILDREN IN OHIO.—Mr. H. H. Barney, State Commissioner of Schools, states in his annual report that the total amount of funds and property appropriated to the purposes of education in Ohio, during the year 1854, is \$2,256,457. 12. The enumeration of youth of the school age, as certified by the County Auditors, furnishes an aggregate of 816,408, or 4,455 more than for 1853. The number of school-houses in the State is about 10,300, estimated to be worth \$3,704,720. Of these 790 have been constructed during the past year, at a cost of \$346,944, being an average of \$451. The amount paid to teachers is set down at \$1,264,431. 21.

CONNECTICUT SCHOOL STATISTICS.—The following condensed statistics show the general condition of our school system:—

Number of towns in our commonwealth.....	153
Number of school societies.....	221
Number of school districts.....	1,644
Number of children between 4 and 16 years of age....	100,794
Increase of children between 4 and 16 for the year....	1,314
Capital of the school fund.....	\$2,049,953. 05
Revenue of the school fund for the year ending March 3rd, 1855.....	\$144,137. 73
Dividend per scholar, for year ending March 31, 1855..	\$1. 25 -

SCHOOLS IN BUFFALO.—By the report of the Superintendent of Schools in Buffalo, recently issued, it appears that there were raised in that city for school purposes, during the past year, the sum of seventy thousand dollars, and that an additional sum of twelve thousand was received from the State, making an aggregate of eighty-two thousand dollars. There are thirty districts in the city, and one hundred and sixty-nine teachers. Eighteen thousand four hundred and ten pupils attend the schools. The total salaries of teachers is \$59,757, of which amount the principal of the Central

High school receives \$1,100; the masters of the second departments \$900, and the teachers (female) in the intermediate and primary departments \$324. Penmanship in all the schools is under the supervision of a single teacher, at a salary of \$1,000, and music under another at \$900. These teachers visit the schools and give lessons successively. A teachers' Institute is held every forenoon on Saturday, with marked advantage to the teachers and schools. The Superintendent says:—"The discipline of the school is maintained admirably. Obedience and a love of the right are obtained, without frequent resort to physical force, and very few complaints are brought by teachers or parents against the pupils, for malicious injury to school property."

SCHOOLS IN AMERICA.—I can positively affirm, from personal observation, that, in point of general discipline, the American schools greatly excel any I have ever seen in Great Britain. In Canada and in the States, every suitable provision is made for the purpose of decency—a thing generally neglected in the parish and burgh schools of Scotland. I was much pleased with the arrangements in the American schools to prevent disorder, or improper interference one with another among the pupils. All are at small desks, not more than two together, in rows; so that the teacher can conveniently reach every seat in the school. It is customary likewise, to cause the pupils to enter slowly and decorously, instead of being suffered, as I observe, even in some of the most pretentious schools of Edinburgh, to rush out like so many wild animals.—*Wm. Chambers.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

The third and fourth volumes of Mr. Macaulay's History are expected to appear in the present year. The concluding volumes of Moore's Life, by Lord J. Russell, are in the press. . . . Above two hundred eminent scientific foreigners have been invited by the local committee to attend the meeting of the British Association in September next. Among the names are those of Louis Agassiz, Princes Charles and Lucien Bonaparte, Baron Humboldt, M. Leverrier, Baron Liebig, M. Quetelet, Chevalier Bunsen, Professor Encke, Dr. Freund, &c. . . . A correspondent of "Notes and Queries" furnishes an interesting historical account of the Parliamentary documents of England. According to his statement, the first publication of a Parliamentary paper took place in 1641, and the first committee for the purpose was appointed in 1642. The papers were printed in vast numbers, as they were placed in the hands of every constable, head borough and tithingman, to be read to the inhabitants of each town or parish. The first collection of Parliamentary papers was made in 1648. From that date the publication has been continued under various modifications. . . . A large number of Greek and Latin MSS. have been found in the Ottoman Empire by a company of gentlemen, who have been deputed by the French Government to make literary researches. . . . Prof. Agassiz announces the contemplated publication of a great work, entitled "Contributions to the Natural History of America," to be embraced in ten quarto volumes of about 300 pages, illustrated by twenty plates. This mammoth undertaking will be carried on, on the condition that the author shall receive the needed encouragement in the way of subscriptions. . . . The almost entire neglect of study by the German clergymen, after they have left the University, is said to be a striking fact characterizing them. An inquiry has been instituted by the well-known publisher, Perthes, who publishes all the works of Neander, Tholuck, Uleman, and others of the most widely read authors, the result of which is that on an average only one copy in fifty of Neander's works has been purchased by a clergyman. All literary activity is confined to the Universities and to professed scholars. The indolence and stupidity of many of the country pastors are without bounds. . . . The strange story of Newton's mental aberration, so uncharitably insisted on by Biot, is for ever set at rest by new proofs having been discovered of Newton's vigorous and unclouded intellect at the period of his alleged insanity. . . . The Geographical Society of Paris has voted to Captain McClure, R. N., the gold medal, for his discovery of the north-west passage; and to Captain Inglefield, R. N., a silver medal, for his discoveries in the Arctic regions. £5,000 has also been granted to Captain McClure, and £10,000 to be distributed among the other officers and crew, for the discovery of the north-west passage. . . . From September 1st, 1852, to the end of 1853, there were published in Austria 2,787 works in the German language, 2,723 in Italian and Romanic, 428 Hungarian, 659 Slavic, 24 French, 4 English, 1 Swedish, 173 Latin, Greek, 14 Hebrew, 7

and 4 Armenian. . . . The *Athenæum* states that M. Cortambert, first secretary of the *Société de Géographie*, has published a map of the celebrities of France, showing the distribution of talent over the country, by indicating the birthplaces of the great men. It appears, from this map, that the district of *La Manche* has produced the greatest number of poets, historians, philosophers, and artists; that the part of the country near the North Sea, is the cradle of most of the great warriors; that orators, naturalists, physicians, and inventors were mostly born in the region of the Mediterranean; and that the number of the politicians and lawyers is fairly balanced between the Mediterranean and *La Manche*.

NEWTON AND LEIBNITZ.—Sir D. Brewster has taken great pains to investigate the claims advanced by the friends of Newton and Leibnitz to the invention of the Differential Calculus, upon which, after the lapse of nearly two hundred years, a verdict has not yet been pronounced. Our author, however, conceives that it is not difficult to form a correct estimate of the claims of the rival analysts, and arrives at the following results:—"1. That Newton was the first inventor of the method of Fluxion; that the method was incomplete in its motion; and that the fundamental principle of it was not published to the world till 1687, twenty years after he had invented it. 2. That Leibnitz communicated to Newton, 1677, his Differential Calculus, with a complete system of notation, and that he published it in 1684, three years before the publication of Newton's method."—*Athenæum.*

"HUDSON'S BAY" is the name of a very interesting book from the pen of the Rev. John Ryerson, just published at the Wesleyan Book Store in this City. Mr. Ryerson gives a very entertaining account of a country in which all Canadians ought to feel interested. The work abounds in graphic descriptions of a district but little known, and is written in a popular style.—The manner in which the printing and binding has been executed is exceedingly creditable to the publisher. It abounds in illustrations which greatly enhance its attractiveness, and is altogether such a book as an intelligent person would wish to become possessed of.

"HURRA!" is a Slavic word, which may be heard from the shores of Dalmatia to Behring's Straits, when men are called upon for any proof of courage and valor. The origin of the word is from the primitive idea, that every man that dies bravely for his country will go directly to heaven (huraj—to paradise.) Thus in the shock of battle, this cry, like that of Allah (God) among the Turks, is always heard resounding; each one encouraging himself to forget earth and despise death, by the hope of an immediate reward.

SPECIMEN OF AN EXTINCT LANGUAGE.

The following is Eliot's translation of the Lord's Prayer into the Indian tongue of New England, in 1661: "Nooshun kesuqut, guttianatamuneh koowesuonk. Peryaunooten kukketaasootamoon", kukkenantoomoonk nee n nach ohkeit neane kesuqut. Nummeetsuogash ssesukokish assamiineau yedyeu kesukod. Kah ahquontamailiunee nummatcheougash neane matchenekueagig nutahquontammounog. Ahque sakompagunaiinean en gutchhueonganit, webe pohquohwussinean wutch machitut. Newutche kutatann ketassootamoonk, kah menuhkesuonk, kah sohsuoonk micheme. Amen." This tongue, into which Eliot translated the whole Bible, is emphatically one of the *dead languages*. A copy of this Bible is preserved in the library of Harvard College; but there is not a man living who can read a single verse of it.

THE COMPOSITION OF BLOOD.

The blood of animals is not, as it appears to the naked eye, a uniform red liquid, but consists of a colourless fluid, called lymph, in which innumerable small red particles of solid matter float. In the human blood, and in that generally of animals who suckle their young, they are circular or nearly so, their surfaces being slightly concave, like the spectacles used by shortsighted persons; in birds, reptiles and fishes, they are generally oval. The surface of the discs in these species, instead of being concave are convex, like the spectacle glasses used by weak sighted persons. The thickness of these discs varies from one half to one-fourth of their diameter. Their diameter in human blood is the three thousand five-hundredth part of an inch. They are smallest in the blood of the Naper musk deer, where they measure only the twelve thousandth part of an inch. It would require fifty thousand of these discs, as they exist in the human blood, to cover the head of a small pin, and eight hundred thousand of the discs of the blood of the musk deer to cover the same surface. It follows, from these dimensions, that in a drop of human blood which would remain suspended from the point of a fine needle, there must be three millions of discs.—*Lardner's "Natural Philosophy."*

Departmental Notices.

PUBLIC SCHOOL LIBRARIES.

To Municipal and School Corporations in Upper Canada.

Until further notice, the Chief Superintendent of Schools will apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School

Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law.

In selecting from the General and Supplementary Catalogues, parties will be particular to give merely the catalogue number of the book required, and the department from which it is selected. To give the names of books without their number and department, (as is frequently done,) causes great delay in the selection and despatch of a library. The list should be on a distinct sheet of paper from the letter.

SCHOOL MAPS AND APPARATUS.

The Legislature having granted annually, from the commencement of the current year, a sufficient sum of money to enable this Department to supply Maps and Apparatus (not text-books) to Grammar and Common Schools, upon the same terms as Library Books are now supplied to Trustees and Municipalities, the Chief Superintendent of Schools will be happy to add one hundred per cent. to any sum or sums, not less than five dollars, transmitted to the Department, and to forward Maps, Apparatus, Charts and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to present a written authority to do so, verified by the corporate seal of the Trustees.

EDUCATION OFFICE,
Toronto, 18th June, 1855.

ADELAIDE ACADEMY,

(INCORPORATED BY ACT OF PARLIAMENT.)

For the Education of Young Ladies, Hamilton.

THE next Academic Year will commence on the first of September. All the branches of a thorough and comprehensive Course of Education for Ladies, will, as usual, be taught in Adelaide Academy, embracing the common and higher English studies, Music, Instrumental and Vocal; Drawing, Painting in Water Colours and Oil, Crayons, &c., and Modern Languages. The Academy is furnished with a large Library, Globe, Maps, and the necessary apparatus.

Particular attention is given to the Moral and Religious instruction of Pupils, and every possible effort used to combine the comforts and superintendence of the family circle with the advantages of a Public Institution.

Reference is politely permitted to the following gentlemen, and to the numerous Patrons of the Academy:

The Hon. Chief Justice Sir J. B. Robinson; The Hon. Robert Baldwin; The Hon. Malcolm Cameron; The Hon. J. H. Price; Henry Ruttan, Esq., Sheriff Newcastle District; Rev. Matthew Richey, D. D.; Rev. E. Woods, President, W. M. C.; Rev. R. Burns, D. D.; W. S. Conger, Esq; Sheriff Colborne District.

One Teacher for Pianoforte and one for higher English, required immediately. The salary liberal and the situation permanent.

J. B. HURLBURT, A. M., B. C. L.,
MRS. J. B. HURLBURT,
Principals.

Hamilton, August 8, 1855.

THE Subscribers have now in the Press, and will shortly Publish THE EDUCATIONAL MANUAL FOR UPPER CANADA, containing the Statutes affecting the Educational Institutions of Upper Canada, from the Common School to the University, forming a valuable handbook of reference to all concerned in the working of our Educational system.

THOMPSON & CO.,
Publishers.

52, King Street East,
Toronto, July 26th, 1855.

FIRST CLASS TEACHER WANTED.

FOR THE FIRST ENGLISH SCHOOL at BERLIN, County of Waterloo. Application will be received from Teachers holding a FIRST CLASS CERTIFICATE for the above situation, by the undersigned, up to the 1st day of SEPTEMBER, next. Applicants to apply personally, with their credentials, to WILLIAM DAVIDSON, Secretary Board of School Trustees.—Berlin, 9th July, 1855.

TORONTO SCHOOL OF MEDICINE. THE MEDICAL DEPARTMENT OF THE UNIVERSITY OF VICTORIA COLLEGE.

THE THIRTEENTH Winter Session of this Institution will commence positively on MONDAY, the first of OCTOBER next, and continue six months, under the following arrangement, viz:

Hon. JOHN ROLPH, M. D.—M.R.C.S., Eng., Prof. of Principles and Practice of Surgery and Legal Medicine.

Jos. WORKMAN, M. D.—Emeritus Prof. of Midwifery and Diseases of Women and Children.

WILLIAM T. AIKINS, M. D.—Anatomy and Physiology.

H. H. WRIGHT, M. D.—Principles and Practice of Medicine.

M. BARRETT A. M.—Institutes of Medicine.

U. OGDEN, M. D.—Materia Medica and Therapeutics.

JAMES ROWELL, M. D.—Demonstrator of Anatomy.

Chemistry, (at University College,) by Prof. H. CROFT.

For any information as to Fees, Degrees, &c.,

Apply to

W. T. AIKINS, M. D.,
Dean of the Medical Faculty.

53 Queen Street,
Toronto, July 19th, 1855.

VICTORIA COLLEGE.

THE FALL TERM of this University will OPEN on THURSDAY, the 13th of SEPTEMBER, 1855.

For further information see Gazette, copies of which may be had on application.

S. S. NELLES, M. A., President.

Cobourg, June 23, 1855.

UNIVERSITY OF TORONTO.—MATRICULATION.

THE ANNUAL EXAMINATIONS will commence on the 24th day of SEPTEMBER.

The following SCHOLARSHIPS will be offered for competition amongst candidates for admission, viz:

In *Law* seven of the value of £30 per annum each (Three amongst Candidates for admission in *Law* and *Arts* simultaneously, who purpose entering on a course of study in *Law*, extending over five years; and four amongst Candidates for admission in *Law* and *Arts* simultaneously, and Bachelors of *Arts*, who purpose entering on a course of study in *Law*, extending over three years.)

In *Medicine*, three of the value of £30 per annum each.

In *Arts*, fifteen of the value of £30 per annum each.

In *Civil Engineering* three of the value of £30 per annum each.

In *Agriculture* three of the value of £30 per annum each.

At the same period undergraduates and Candidates for Degrees in *Law* and *Medicine*; Students of the standing of one or two years from Matriculation, and Candidates for Diplomas, in *Civil Engineering*, or *Agriculture* are, required to present themselves.

The following Scholarships will then be offered for competition, viz:—

(1.) Amongst Students of the standing of one year from Matriculation:

In *Law* three of the value of £30 per annum each.

In *Medicine*, three of the value of £30 per annum each.

In *Civil Engineering*, two of the value of £30 per annum each.

In *Agriculture*, two of the value of £30 per annum each.

(2.) Amongst Students of the standing of two years from Matriculation:

In *Medicine* two of the value of £30 per annum each.

(3.) Amongst students of the standing of three years from Matriculation:

In *Medicine* two of the value of £30 per annum each.

Each of the Scholarships, established in this University, is tenable for one year, but the Scholars of each year are eligible for the Scholarships of the succeeding year.

Graduates or Undergraduates of any University in her Majesty's dominions are admissible *ad eundem*, but are required to produce satisfactory Certificates of good conduct, and of their standing in their respective Universities.

Attendance on Lectures is not required as a qualification by this University, except for Students in Medicine.

Candidates who purpose presenting themselves for Examination at either of the above mentioned periods, are required to transmit the necessary Certificates to the Registrar, at his office in the Parliament Buildings, at least four weeks before the first day of Examination.

Further information as to subjects of Examination and other particulars, can be obtained on application to the Registrar.

Senate Chamber, Parliament Buildings, Toronto, June 30th, 1855.

ADVERTISEMENTS inserted in the *Journal of Education* for one half-penny per word, which may be remitted in postage stamps, or otherwise.

TERMS: For a single copy of the *Journal of Education*, 5s. per annum; back vols. neatly stitched, supplied on the same terms. All subscriptions to commence with the January number, and payment in advance must in all cases accompany the order. Single numbers, 7^d. each.

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

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