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PAST AND PRESENT EDUCATION.

We select the following from an excellent speech by Lord JOHN RUSSELL,—who, following the examples of the Duke of NEWCASTLE, (Lord Lincoln,) the present Secretary of State for the Colonies, the Earls of CARLISLE, BELFAST, ELLESMERE, and other noblemen, has recently been lecturing at the Mechanics' Institute, at Leeds.

The example of the noble champions and advocates of education in England in the olden time, is of infinite value to a young country like Canada, and its spirit seems to have been imbibed at a recent meeting held at Hamilton, to promote the establishment and endowment of a College in that city. Lord JOHN RUSSELL remarked that—

“Before the Reformation, and immediately afterwards, great sums of money and broad lands were given for the purpose of endowing academies, colleges, and schools for education. Our ancestors thought, and I believe wisely thought, that the best plan they could adopt was to teach, or to provide means for teaching the science and the literature which have been derived from ancient nations, for in those days that science and that literature contained all that was known, that was really worthy of study, the most profound works upon the subjects of geometry and science, and the best models of literary writing. I am far

from thinking that our ancestors committed an error, either, when they directed the education of youth almost exclusively to these objects, or when they decided that a great length of time should be given to that knowledge; but we have to consider that at the present day we stand in a totally different position. Not that we ought to forget what great advantages we have derived from the science and the literature of ancient nations: because upon the geometry delivered to us from the ancients has been founded all that increase of knowledge which ended in the discoveries of Newton,—from the writings of the poets of antiquity the great poets of modern times have derived the best models they could imitate,—from the jurisprudence of the Romans were derived the laws by which most of the nations of the continent have been ruled. But, while this tribute must be paid, it is a paramount object of attention that we, in the course of the three centuries and a half that have elapsed from what is called “the revival of letters,” have added to the stores that we have received immense stores of our own,—that by the side of that rich mine we have opened other mines, which, if not of richer ore, are more easily worked, and are more abundant in their produce. It was Lord Bacon who first pointed out that the mode of the pursuit of science for modern nations ought to be different from that mode for the discovery of truth which had been pointed out by some of the great philosophers. It has been much questioned whether Lord Bacon was in fact the guide by whom other discoverers have been enabled to pursue the track of knowledge and of invention, and upon that point I think it is certainly clear that it was not Lord Bacon who enabled Galileo and Torricelli, Pascal, Tycho Brahe, Copernicus, and Kepler to make the great discoveries which have immortalized their names. But what is true, is, that Lord Bacon at a very early period laid down the rules by which all modern men of science have guided themselves. He pointed out the road they have followed, and laid down more clearly, more broadly, more ably than any one else, the great method by which modern discovery should be pursued. You will find, I think, if you pursue this subject—if those who belong to mechanics' institutes will study the two works of Lord Bacon, the one called the “New Organ,” and the other on the “Instauration of the Sciences”—you will find that the latest discoveries, the latest inventions, have been made according to that mode which he pointed out. A work was published but a year ago by Mr. Fairbairn, giving an account of the experiments which he adopted under the direction of Mr. Stephenson, and by which that gentleman was enabled to construct the tubular bridges at Conway and over the Menai Straits. You will find that all those experiments were according to the rules which Lord Bacon has laid down. Take another work, on geology, and a most interesting work it is, called the “Old Red Sandstone,” by Mr. Hugh Miller, and you will find in that interesting work, which is as remarkable for the beauty of its style as for the importance of its matter, that Mr. Hugh Miller, being at first a mason working in a stone quarry, pursued, in his method of investigation, the same rules which Lord

Bacon, more than three centuries ago, laid down, and which have thus become the foundation of the law, as it were, of modern science.

I will now turn for a short time to the subject of literature. That subject again is so vast that if I were to attempt to go over any one of its numerous fields I should not find the time sufficient to enable me to do so, but there is one leading remark which I will venture to make, and which, I think, it is well for any one who studies literature to keep in view. There are various kinds of productions of literature, of very different forms and very different tastes—some grave and some gay, some of extreme fancy, some rigorously logical, but all, as I think, demanding this as their quality,—that truth shall prevail in them. A French author has said that nothing is beautiful but truth, that truth alone is lovely, but that truth ought to prevail even in fable. I believe that remark is perfectly correct; and I believe you cannot use a better test, even of works of imagination, than to see whether they are true to nature. Now, perhaps I can better explain what I mean in this respect by giving you one or two instances than I should be able to do by any precept and explanation. A poet of very great celebrity in the last century, and who certainly was a poet distinguished for much fancy and great power of pathos, but who had not the merit of being always as true as he is pointed in the poetry he has written—I mean Young—has said, at the commencement, I think, of one of his "Nights:"—

"Sleep, like the world, his ready visit pays
Where fortune smiles; the wretched he forsakes,
And lights on lids unsullied with a tear."

Now, if you will study that sentence, you will see that there are two things which the poet has confounded together. He has confounded together those who are fortunate in their peace of mind, those who are fortunate in the possession of health, and those who are fortunate in worldly advantages. Now, it frequently happens that the man who is the worst off in his worldly circumstances—to whom the world will pay no homage—on whom it would not be said that fortune smiled—enjoys sweeter and more regular sleep than those who are in possession of the highest advantages of rank and wealth. You will all remember, no doubt, that in a passage I need not quote, another poet—one always true to nature—Shakespeare, has described the shipboy amidst the storm, notwithstanding all the perils of his position on the mast, as enjoying a quiet sleep, while he describes the king as unable to enjoy any rest. That is the poet true to nature; and you will thus, by following observations of this kind, by applying that test to poetry as well as to history and to reasoning, obtain a correct judgment as to whether what you are reading is really worth your attention and worth your admiration, or whether it is faulty and is not so deserving. I may give another instance, and I could hardly venture to do so if my friend and your friend, the celebrated Lord Carlisle were here, because the want of truth I am going to point out is in the writings of Pope. There is a very beautiful ode of Horace, in which, exalting the merits of poetry, he says, that many brave men lived before Agamemnon; that there were many sieges before the siege of Troy; that before Achilles and Hector existed there were brave men and great battles; but that, as they had no poet, they died, and that it required his genius of poetry to give immortal existence to the bravery of armies and chiefs. Pope has copied this ode of Horace, and in some respects has well copied and imitated it in some lines which certainly are worthy of admiration, beginning—

"Lest you should think that verse should die,
Which sounds the silver Thames along."

But in the instances which he gives he mentions Newton, and says that only brave men had lived and fought, but that other Newtons "systems framed." Now, here he has not kept to the merit and truth of his original, for, though it might be quite true that there were distinguished armies and wonderful sieges, and that their memory has passed into oblivion, it is not at all probable that any man like Newton followed by mathematical roads the line of discovery, and that those great truths which he discovered should have perished and fallen into oblivion. I give you these two instances of want of truth even in celebrated poets, and I think it is a matter you will do well always to keep in view, because there is a remarkable difference between the history of science and the history of literature. In the history of science the progress of discovery is gradual. Those who make these discoveries sometimes commit great errors. They fall into many absurd mistakes, of which I could give you numerous instances; but these blunders and these errors disappear—the discoveries alone remain; other men afterwards make these discoveries the elements and the groundwork of new investigations, and thus the progress of science is continual; but truth remains, the methods of investigation even are shortened, and the progress continually goes on. But it is not so with regard to literature. It has indeed happened often in the history of the world, among nations that have excelled in literature, after great works have been produced which brought down the admiration of all who could read them, that others, attempting to go farther—attempting to do something still better—have produced works written in the most affected and unnatural style, and, instead of promoting literature, have corrupted the taste of the nation in which they lived. Now, this is a thing against which I

think we should always be upon our guard, and having those great models of literature which we possess before us—having Shakspeare, and Milton, and Pope, and a long line of illustrious poets and authors—we should always study to see that the literature of the day is, if not on a par with, at least as pure in point of taste as that which has gone before it, and to take care that we do not, instead of advancing in letters, fall back and decay in the productions of the time. I will now mention to you another instance—it is apparently but a trifling one, and still it is one in which I think nature and truth are so well observed that it may be worth your while to listen to it. One of our writers, who blended the most amusement with instruction, and ease of style with solidity of matter, as you all know, was Addison. He describes a ride he had along with a country squire, whom he fell in with travelling from London to a distant town. They came to an inn, and Addison says they ordered a bowl of punch for their entertainment. The country squire began—as was perhaps a mode with country squires, which may have continued even to the present day—to depreciate trade, and to say that foreign trade was the ruin of the country, and that it was too bad that the foreigners should have so much the advantage of our English money. Upon which, says Addison, "I just called his attention to the punch that we were going to drink, and I said, If it were not for foreign trade, where would be the rum, and the lemons, and the sugar which we are about to consume?" The squire was considerably embarrassed with this remark, but the landlord, who was standing by, came to his assistance, and said, "There is no better drink than a cup of English water, if it has but plenty of malt in it." Now, although that appears a slight and trifling story, and told in a very common way, yet it is perfectly true to nature, and it conveys in a very lively manner a rebuke to the ignorance and prejudice of the person with whom Addison represents himself to have been conversing.

THE CORRESPONDENCE OF A PUBLIC OFFICE.

During the year 1852, about 3,000, or nearly 10 letters each office day was received at the Education Office, Toronto. Every letter thus received required to be opened, classified, endorsed and numbered, and the proper references made thereon previous to a reply being prepared to it. From the following interesting paper, taken from Dickens' *Household Words*, correspondents with the Department will obtain many valuable hints, and the general reader much useful information upon the routine of a public Office.

Troubled with an army of correspondents, and with cupboards full of unsorted letters, we were curious to see what large establishments do with the letters they receive, and must keep very many years; for a letter once received at a public office has as much care taken of it—though written by the late Mr. Joseph Ady himself—as if it were a letter from a Prime Minister or a despatch from the Governor of the Cape to the Secretary of the Colonies. With this curiosity to satisfy, we arranged with a friend in a Government office, that we would be with him the next morning to see his "table," as he called it, and the modes of sorting, entering, circulating, answering, indexing, and keeping the large mass of letters, which it was his business to open, and sort, and enter, and circulate, and index, and keep—in short, to do everything with but answer; although one part of his duty, and that by no means the lightest, is to see that they *are* answered.

In a well known office to the west of Temple Bar, we found a large table covered with letters; with a huge white vellum Post Office bag, once white, but now of a very different colour—crusted with red sealing-wax and string, and some remains of bits of black wax to show that it had been in a court mourning of its own for a king or a queen. Our friend was soon at work. He sorted the letters on his table according to their consequence, he told us, and this too, without opening them, for some he knew by their envelopes, some by their seals, and others by the hand-writing upon them.

"These are Treasury letters," he said, "and I take them first. There is 'Treasury' upon them in the corner, and I am now sorting them according to the services—Colonial, Commissariat, or Home." As he opened them he flattened them on their faces, and then proceeded with other Home correspondence, such as Foreign Office letters, Inland Revenue letters, and letters from the various departments of Government in London. These he treated in the same manner, and then proceeded to sort the contents of the large vellum bag, which the office messenger had by this time emptied on his table.

What a medley of communications in point of size now broke upon the view! Here were some as big as six octavo volumes made into a brown paper parcel; some of a lesser size, like a volume of *Household Words*; some of foolscap size; and some as small as the envelopes in ordinary use for an amount of letter-writing that a penny is sufficient to convey from Kirkwall to St. Michael's Mount. Our friend was evidently not very well pleased with the little letters, for he put them

aside to be opened last, as if indeed he would rather not have them; nor was it at once that we perceived his reasons, though, as the reader shall see, he had good enough grounds for objecting to all letters written on the kind of paper ordinarily in use in all unofficial communications.

When he had arranged his letters to his own satisfaction, he began to open them with a rapidity which shewed that this had long been his daily employment. With his left hand he flattened the letters out, and with his right threw the envelopes into the huge waste-paper basket by his side. He had soon a formidable pile of communications to digest, and it was easy to see that some would occasion more trouble to him than he thought should fall to the share of the receiver of the letter, or the correspondent to whom it is addressed. "This," he said, "is a troublesome class of communication, here is a letter written on two sides of half-a-sheet of foolscap. There are enclosures with it. This writer is carrying out the saving system of M'Culloch, which the Treasury has sanctioned, but which the Treasury does not, however, wisely enough, in its own case follow out, and which nearly all efficient Government officers are thoughtful enough to break through. Now, I have to pin these papers together, and before they are returned to me they will be riddled with pin-holes; whereas, if the communication had been made on a full sheet of paper, I should have placed the enclosures in the centre of the letter without a pin, and thus, if a full sheet instead of a single sheet had been used by this paper-saving correspondent, a little world of convenience, and even of security would have been gained to your humble servant and to the public as well."

When his letters were all flattened out with their faces to the desk he took them to an adjoining table, and the messenger, with a hand-stamp, stamped every letter in the left-hand corner with an oval-shaped stamp, containing the name of the office and the words "received 17th of August, 1852." He now took them again to his own seat, and proceeded to number every letter with a separate number placed in large characters in the middle of the first page and close to the top. He then took a red ink pen, and wrote the service or account to which the letter related—immediately below the office stamp, and beneath the head of service, as briefly as possible, the subject of the communication. This done, he proceeded to mark with a strong black-lead pencil the particular reference in the several letters to the letters sent from his own office, to verify dates, to fill in the dates and numbers of previous communications, and then to deliver to a messenger all letters referring to office letters, with instructions to "get the drafts"—meaning the drafts of the letters referred to by the several correspondents. This getting the drafts engrossed some time; but our friend was not idle. He had now opened his register of letters received, and proceeded to enter the letters not relating to any previous correspondence, making the number on the register agree with the numbers he had placed upon the letters.

This book or register is rather a ledger-like affair, ruled with faint blue lines, divided into columns, each column having a separate printed heading. Thus:—"No. Name of Accountant Party or Office. Date of the paper. Nature or Subject of Paper. Date of Board's Minute. Date of Board's Order not on the Minutes. Substance of Board's Orders on Paper not Minuted. Proceedings. When disposed of. No. of Former Communication. No. of Subsequent Communication. No. [The same No. a second time for convenience of reference.] Mark of Deposit and Notation of Paper sent. Of course it was only a portion of these headings that he was as yet enabled to fill up; but his entries, we observed, as far as he could go, were precise and full. As soon as he had done his entries, he threw into a basket—labelled outside "Letters for the Board," all those letters which it was requisite that the Commissioners should see; while the others he placed in a basket on his left for delivery to the several inspectors and examiners to whose business they related—a task of selection requiring great nicety of the whole duties of the several departments of the office. This labour over, he now rang his bell, and handed to a messenger the basket of Board Letters for delivery to the secretary.

Having done with to-day's letters—as far as he was concerned, he now took up such of the letters of yesterday, as had come out from the Board with the directions of the Board upon them, and entered the substance of the orders in his register. He then took down a "Delivery Book" containing numbers corresponding to those in the register, against which he wrote the names of the officers to whom the letters were to be delivered. The book and letters were then handed to a messenger, who carried them to the several officers, and obtained their initials against the names in proof of delivery. Thus another portion of his day's work was done, and we had received information of moment for ourselves and others.

His next work was to attack the contents of a basket, labelled "Letters to be cleared." These he first of all sorted numerically, and then proceeded to enter in his register the number and date of the letter of the report which the out-letter clerk had marked upon the in-letter. When he had done this he pinned a piece of paper to several letters, with these words upon it: "Mr.—, fix initials to letter, if

done with;" and gave them to a messenger for delivery. With some letters we observed, it was not necessary to take this course, as the inspector or examiner had already affixed his initials, and thus lessened labour attached to the teasing and responsible duty of the registrar.

He now took (and yet a Government clerk!) to another labour; that of clearing letters through his register: giving a mark of notation or deposit under the number, showing that all necessary proceedings had been taken upon the letters—in short, that the letter had performed its work, was done with, and was now only of use as a record. As this proceeding advanced, a formidable pile of "Letters for deposit" was soon collected, and we were now more than ever curious to see "what he would do with his letters."

It was obvious at a glance that he kept his letters opened out, and quite evident that it would be a great convenience to him if all his letters were written on paper of the same size. We now saw the cause of his dislike to little letters; for all his note, quarto letter-paper, and Bath post communications, he either wafers or pinned to half sheets of foolscap, remarking that Treasurers of County Courts, to say nothing of the clerks of the same little halls out of Westminster Hall, were among his most troublesome small-paper correspondents.

Seeing the trouble inflicted on—may we say it?—a hard-working Government clerk, by the system of writing official communication on paper only fitted for invitations to dinner or a little dance, we inquired of our friend if any attempt had been made to try and persuade correspondents that a letter to a public office ought not to be received, unless it were written on foolscap paper. "My dear fellow, yes," was our friend's reply. "Look at the printed directions on almost every envelope; directions almost like commands, with a dash of entreaty in every second request. As you are curious in this matter (our clerkly friend continued), you should see what envelopes ask." He then extended his hand to his waste paper basket, and took out, at random, envelopes with printed "entreaties," as he insisted on calling them, some of which we were allowed to take away as examples for future use. Here are a few, and first the Board of Health.

"All communications on Public Service should be pre-paid, and directed to "The General Board of Health, Gwyder House, Whitehall."

"And in case of further correspondence on the subject of this communication, it is requested that the number as well as the date of the enclosed letter may be quoted. It is also desirable that all letters whatever should be written on paper the size of foolscap."

Listen to the vocal Woods:—

"All letters on Public Service, for any department of the Office of Woods, must be addressed to "The Commissioners of Her Majesty's Woods, Office of Woods, Whitehall."

"If any further correspondence on the subject of the enclosed communication should be necessary, it is requested that the number as well as the date may be quoted; and, if it be accompanied by papers, they should be tied together, or otherwise properly secured against the accidents to which heavy packets are unavoidably liable in the course of transmission by post."

The Audit Office is not less precise:—

"All public letters to the Audit Office should be addressed to "The Commissioners for Auditing the Public Accounts, Somerset House, London."

"If further correspondence on the subject of the enclosed communication be necessary, it is requested that the number as well as the date may be quoted. All letters transmitting accounts or answer to queries should relate to such matters only. All letters and papers should be properly secured."

The Inland Revenue has but two requests:—

OBSERVE:—In case of further correspondence on the subject of the enclosed letter, you are requested to quote its number and date.

The Poor Law Commissioners are particular:—

"All communications to this office on public business should be addressed to the Poor Law Commissioners; the postage on all such communications must be paid by the writers. In case of further correspondence on the subject of the enclosed letter, you are requested to quote its number and date."

No less so (though in a different way) are the Educational Commissioners in Ireland:—

"You are requested to write, at the head of the letter, the name of the school to which your correspondence relates, and also of the county in which it is situated; and all letters to be addressed to "Maurice Cross, James Kelly, Secretaries."

Education Office, Marlboro' Street, Dublin."

The Ecclesiastical Commissioners for Ireland make an excellent request:—

"It is requested that correspondents will not write on more than one subject in each letter."

The Inclosure Commissioners are not particular in their grammar, though they are in what they ask:—

"It is desirable that all letters should be written on foolscap paper,

and must be addressed to "The Inclosure Commissioners for England and Wales, London."

The Tithe Commissioners seem to have a frightful quantity of large-sized correspondence:—

"All communications on Public Service to the Commissioners must be directed as follows;—'To the Tithe Commissioners for England and Wales, London.'

"In case of further correspondence on the subject of this communication, it is requested that the number as well as the date of the enclosed letter may be quoted.

"It is also desirable that matters relating to different parishes or townships should be written on separate sheets of paper, and that all letters whatever should be written on paper of the size of foolscap.

"The Tithe Commissioners request you will be careful to forward all letters and packets not exceeding three feet in length, addressed to this Board, through the Post Office; and to send such packets only as exceed the above length by coach or van."

The Paymaster General works it would appear, as much from the envelopes as our communicative friend west of Temple Bar:—

"All letters to the Paymaster General's Office should be addressed as under, the department (Army, Navy, Ordinance or Civil Services) to which the letters relate being stated in the corner:—'To H. M. Paymaster General, Whitehall, London.'" Army, Navy, Ordinance, Civil Services, (as the case may be.)

There are other offices equally precise, but without effecting much good. Nor are the railways less particular. Here is a copy of an engraved heading to a letter from the Secretary of the Great Northern Railway:—

"Please copy this Reference in your Answer. B. 558.

Now, to show the propriety of keeping letters flat, our clerkly friend took the trouble to show us a press containing one year of folded letters, and another press containing a year of open or unfolded letters. The space gained was perfectly wonderful, the folded letters occupying nearly double the room of the unfolded; besides, as our friend observed, "Here are our letters in bundles of five hundred each, with mill-boards at top and bottom, and a good strap to keep them together. This is the system that has been in use with us since 1849; and the facility of reference afforded by the new plan over the old is perfectly marvellous; only try!" It is, perhaps, needless to say that we were quite convinced of the truth of our friend's marks, without putting his favorite plan to the test proposed. "This plan," he continued, "saves us work, and saves us trouble. Remember what Sir Robert Peel has told us in his evidence before a Committee of the House of Commons, that the Treasury, in 1800, received only five thousand letters a year; that, in 1849, the number received was thirty thousand. Yet the Treasury still hold their letters—why, I know not: our plan is in force at the Admiralty, Audit Office and elsewhere."

We should be doing an injustice to our friend, if we did not observe that he was an excellent clerk—one willing to red-ink his fingers between ten and four, and quite as willing to wash the red-ink away between four and ten; in short, that he is not one of "Her Majesty's hard bargains."

The following are the Regulations relating to Communications with the Department of Public Instruction for Upper Canada:—

1. *Appeals to the Chief Superintendent of Schools, &c.*—All parties concerned in the operation of the Common School Act have a right of appeal to the Chief Superintendent of Schools; and he is authorized to decide on such questions as are not otherwise provided for by law. But for the ends of justice—to prevent delay, and to save expense, it will be necessary for any party thus appealing to the Chief Superintendent of Schools: 1. To furnish the party against whom they may appeal, with a correct copy of their communication to the Chief Superintendent, in order that the opposite party may have an opportunity of transmitting, also, any explanation or answer that such party may judge expedient. 2. To state expressly, in the appeal to the Chief Superintendent, that the opposite party has thus been notified of it. It must not be supposed that the Chief Superintendent will decide, or form an opinion, on any point affecting different parties, without hearing both sides—whatever delay may at any time be occasioned in order to secure such a hearing. 3. Application for advice should in all cases be first made to the Local Superintendent having jurisdiction in the locality.

2. *Communications generally.*—The parties concerned are left to their own discretion as to the forms of all communications, relating to Common Schools, for which specific forms are not furnished by the Department. In all cases of appeal or otherwise, however, the number of the Section, and the name of the Township and Post Office should be given; and if any previous correspondence on the same subject have taken place, the dates of such correspondence and other particulars should also, if possible, be mentioned.

3. *Communications with the Government relating to Schools,* conducted under the authority of the Common School Act, 18th and 14th

Victoriae, Chapter 48, should be made through the Education Office, Toronto. All such communications, not so made, are referred back to the Education Office, to be brought before His Excellency through the proper Department—which occasions unnecessary delay and expense.

4. *Communications relating to the Journal of Education and Educational Depository, &c.*, should invariably be written on a separate page or sheet, in order that they may be separated and classified, &c.

COUNTY SCHOOL CONVENTIONS IN UPPER CANADA.

PROCEEDINGS AND SUGGESTIONS.

In addition to the formal resolutions passed at various County School Conventions published in another part of the *Journal*, we design to publish, from time to time, extracts from the proceedings of the meetings, and also selections from the many valuable suggestions which were made in writing to the Chief Superintendent during his official visitation. The following are selected with reference to their variety.

From the Rev. W. H. Landon, Local Superintendent of Blenheim, Oxford and Zorra West, Woodstock.

SUGGESTION I.—FREE SCHOOLS.—That a general system of Free Schools be established by law for the whole country.

The enactment for this purpose would contain, among others, the following provisions:

1. That the payment of any public moneys, whether Parliamentary or Municipal, to a School Section, be limited by the following conditions: 1st. That a school-house be erected or rented, capable of accommodating all the pupils that may desire to attend. 2nd. That a school, by a qualified teacher, be kept in the same, for at least six months, in the year; during which time any of the people who desire it, together with such of their children and wards, as are upwards of five years of age shall be allowed to attend and receive instruction, without the payment of any fee, rate-bill or gratuity whatsoever.

2. The Trustees, on or before the 1st of May, to notify the Township Clerk as to what amount of money, in addition to the apportionments to be received from the public grants, will be required for all the purposes of the section for the current year; when that officer shall proceed to assess the same amount equally, upon all the rateable property in said section, and place the sum upon the assessment roll of the Township, to be collected by the Township Collector, in the same manner and at the same time that the other taxes are collected by him, and to be paid over in the same manner, to the Treasurer of said Township; provided that any inhabitant so rated, may tender to the Collector a receipt signed by a majority of the Trustees, acknowledging the payment to them of such amount, which shall be received the same as cash.

3. In cases where it shall be necessary to pay teachers' wages before such taxes can be collected, Trustees may draw draughts on the Treasurer, which shall be paid out of the first unappropriated money coming into the Treasurer's hands.

4. Such amounts as are levied for school purposes upon the lands of non-residents, and which cannot be collected by the Township Collector, shall be certified to the County Treasurer, who shall advance the same amount upon the cheque of the Trustees.

5. All balances, which at the end of the year may be due to teachers and others, for salaries, rents, repairs, fuel, books, apparatus, &c., to be paid by cheque upon the Township Treasurer.

6. Any balance which may remain in the Treasurer's hands in respect to any school section, shall be placed to the credit of such section, and held subject to the order of Trustees for next year, and any balance which may appear against a section in consequence of its having over-drawn the amount of its assessment, shall be added to the amount to be levied by assessment upon the said section the next year.

7. The Chief Superintendent, (the County Inspector,) the County, or Township Municipal Council, or either of them, may at any time cause proper examinations to be made into the financial affairs of any

school section or into the manner in which any Township Treasurer may have discharged his trust in respect to the school moneys coming into his hands.

SUGGESTION II.—SCHOOL INSPECTORS.—That School Inspectors, each to have charge in one or two counties, be appointed and paid by the Government, for which the Education Department shall be held responsible.

REMARKS UPON THE ABOVE.

The present Superintendents, dependent as they are for their office, upon the annual vote of a body of men, most of whom are uneducated, can never fulfil the office of School Inspector. Very few of them, (if we except the Clergymen who have accepted the appointment,) are themselves educated beyond the mere elements of learning; and though the clergy of the different denominations of the country, are, undoubtedly the best qualified as a class, for that office of any other; yet but few even of them, however devoted much particular attention to the subject of elementary instruction, and fewer still have had any experience in actual teaching. Besides, when they accept an appointment as Township Superintendent, they do it without any intention of remitting, to any extent, the duties of their sacred and principal calling; so that it cannot be expected that they can enter upon any new course of studies, or apply much time or thought for preparation for those, which they regard as their subordinate duties. They may visit and examine the schools under their charge at the proper times,—they may mark the varying amounts of success which follow the efforts of different teachers, but they cannot lead the more defective among them to the adoption of better methods which they themselves do not understand, nor ingraft upon imperfect systems of school management and instruction improvements of which they have never informed themselves. And how much less efficient must be the services in this department of the large number of busy citizens—farmers, mechanics, shop-keepers, &c., who are at present found in the office; many of them with only the plainest education, and most of them deeply engaged in business enterprises that require for their management their undivided attention.

These men, from their residence in the Townships of their charge, and their consequent intimate acquaintance with the people, as well as from their general business habits, may be, and doubtless are, very well qualified to take charge of the financial affairs, and look after the mere secular concerns of the schools; but to expect from them the discharge of those higher and much more important duties belonging to the office of school Inspectors, that they should be able to investigate, and at a glance, to analyse the character of the schools they visit,—to detect any defect that might exist in their organization, discipline or government, or in the character or manner of the instruction given in them, to point it out with distinctness and precision, and to propose and commend the more excellent way,—to acquire an easy and admitted ascendancy with the Teachers, and to inspire them with a noble ambition to excellence in their profession,—in short, to conciliate, to influence, and rightly to guide the schools, the school authorities and corporations:—to expect that the present Township Superintendents would be able to accomplish all this were as absurd as it would be unjust. Yet all this and much more, ought to be required of our school Inspectors, and a class of men should be found, at least sought for to fill that station, possessing qualities equal to the high demands to be made upon them.

To adopt the language of the late Commissioner of Primary Instruction in Holland to M. Cousin in 1836, as quoted in your "Report on a system of Public Elementary Instruction for Upper Canada,"—which will form the most appropriate conclusion to these suggestions. "Be careful in the choice of your Inspectors: They are men, who ought to be sought for with a lantern in the hand."

SUGGESTION III.—SCHOOL SITES, &c.—That in school sections where it may be necessary to erect a school house, the Teachers be required to locate the same in the most central or convenient part of the section. That they be authorised to enter upon land for that purpose, taking for a school site not less than one, nor more than five acres, (in rural sections.) That those school sites already secured and occupied, which consist of less than one acre be immediately enlarged so as to comprehend, at least one acre, that in taking or enlarging a school site the Trustees shall tender to the proprietor such an amount as they shall think an equivalent for said land, to be decided by arbitration mutually chosen in cases of difference.

That no school house shall hereafter be erected at the public expence until the plan shall have been submitted to and approved by the County Inspectors, nor unless there shall be included in the same contract, a woodshed and two separate privies, with two separate enclosed yards.

SUGGESTION IV.—LAW PROCEEDINGS.—That no Court of Law, whatever, shall have any authority in cases arising out of the administration of the school law, but that all such questions shall be settled, decided, and carried into effect exclusively by the officers and agents of the Department.

SUGGESTION V.—GRAMMAR SCHOOLS.—That at least half the Trustees be appointed by the County Municipal Council. That all examinations be public. That the trustees shall have power to appoint master and assistants and for good reasons, to discharge them, to fix their salaries, and define the course of instruction to be pursued. All fees to be paid to Trustees, who shall apply them in payment of the salaries of Teachers and providing school requisites. All balances to be made good by the County Municipal Council. Pupils to be admitted only by examination in presence of the Trustees. The examination to comprise reading, writing, arithmetic, English grammar and geography, the elements of none of which branches shall be taught in the grammar school. Exhibitions on Scholarship of £20 each, (one each for the smaller Townships and two each for those Townships which are entitled to Deputy Reeves,) shall be established and maintained by said Township respectively to be presented by the County Inspector, with the approbation of the Township Superintendent and Reeve, to the most deserving boys, besides whom the same number may be admitted free, upon the same authority. Trustees may form a class of pupils in attendance at common schools, to receive instruction at fixed times each week in the grammar school. A female department should be at once added to every grammar school, to be subject to the same regulations, modified only to suit the circumstances.

From the Rev. W. F. Clarke, Local Superintendent of North Dorchester and Westminster, London.

SCHOOL INSPECTION.—I beg to suggest as an improvement in the present School Act, the appointment of Superintendents for entire Counties, or such portions of Counties as may be sufficient to occupy the entire attention of a single individual; that such Superintendents be appointed from some other quarter than from the County Councils, that, as far as may be, practical educationists be appointed to the office, and that such a remuneration be given as shall encourage persons of high intellectual ability to accept such appointments.

Some of the reasons which prompt these suggestions, and some of the advantages that would attend their adoption, are the following:—

1. It is notorious that from personal and local considerations, many incompetent persons are appointed, under the present system, to this important office.

2. When an individual holds the office for a single township, the remuneration is so inadequate that, unless a deep interest is felt in our Schools, the duties of the office will be but very imperfectly performed.

3. Superintendents would thus have a wider influence, command more of public respect, and effect more in behalf of our Schools.

4. The additional outlay required to make up an adequate compensation, would be amply repaid in the increased efficiency of the Schools.

To this I would add the suggestion that such Superintendents should be instructed to form Teachers' Institutes, and to give instruction to them, by way of lectures or otherwise.

From William Rath, Esq., Local Superintendent for the County of Huron, Mitchell.

I may state in commencing that I have a high opinion of the School Act as a whole: it is sound in principle, and full in its details, yet capable of improvement in this latter respect.

1. **ABSENTEE LANDHOLDERS.**—The language employed in the 9th clause of the 11th section has led many to think that a Section tax levied by Trustees, can only apply to *residents*;—there is a numerous class of people that are neither *freeholders* nor *householders*, viz., *absentee leaseholders*. The term *rateable or taxable property* as used in the 17th section is the proper one, the same terms should be used in both sections.

2. **ALTERING SCHOOL SITES.**—The power of Township Councils to alter School Sections is still a matter of dispute, notwithstanding your re-

peated opinion; many think that the *consent* of the majority must be first obtained, and I confess myself among the number, the 4th clause of the 18th section states that it must be done at the *request* of such majority,—the meaning might easily be made clearer. The power of breaking up Union Schools seems uncertain, and should be made clear.

As to the right place to put the power to alter Sections, and under what restrictions, is a question of some importance. I have still to differ with the Municipal Council of these counties, that Township Councils should have unrestricted power to alter them when they please, there would be nothing settled, no end to change. In some places it would be well enough, but in many places both ignorant and selfish men become Councillors, and there should be some plan to restrict their actions regarding schools. I have no better idea than I formerly suggested to you, viz., to give Councils the power to appoint a Board of some three or five men to make a survey of a township and to lay out all the School Sections, to have their arrangements made final for a period of years, say three or five, unless altered by the *consent* of the majority of each of two Sections requiring a change, and at the end of such period of time to have a re-survey.—I merely give this as a suggestion.

3. UNION SCHOOLS.—The arrangement about Union Schools, though satisfactory as a temporary act might be improved in a permanent one. The power is now in the hands of Local Superintendents, of course the more power they possess the greater the responsibility and liability to blame,—it would be better to fix the plan of paying money by Act of Parliament. Is there any good reason for paying the Government grant to townships in place of to counties, or circuits of a Local Superintendent?—by the present plan some schools are far better paid than others, for instance where there is a large population and but few schools—townships where the people make the greatest effort to start schools receive less money for each school than in townships where the people are indifferent. The money received by each school is diminished in proportion to the efforts made by the township; if the money was paid to a county there would be a larger area to work in, and would better carry out the principle of paying money in proportion to local effort, which I am fully satisfied is the true principle on which to grant legislative assistance; if this plan could be adopted there would be no trouble in dealing with Union Schools, as they could then be treated as any other schools. As far as regards union it would save trouble, for if the public money of each township be kept separate a teacher of a union will have to go to one treasurer for part of his pay and to another for the rest, there will be more account keeping too for Treasurers, Auditors and Local Superintendents.

4. AUDITING SCHOOL ACCOUNTS.—Where the public money is paid by the County Treasurer (which is seldom the case) there is no difficulty in complying with the requirements of the 5th clause of the 27th sect. of the School Act, but when Sub-Treasurers are appointed [by the County Council] for the sake of convenience, a difficulty arises that the law does not provide for, viz., County Auditors must either travel over the county to audit the Sub-Treasurers books, or Sub-Treasurers must take their books and vouchers to the county town. I think there should be a provision making this the duty of Township Auditors, (where Sub-Treasurers are employed,) and to compel them to furnish the County Clerk with a copy of their reports in due time, under a penalty to be recovered by the prosecution of the Local Superintendent before any Justice of the Peace. [Note, It is entirely in the hands of the County Council to make the arrangements here suggested, as the Sub-Treasurers of school money are county officers.]

5. TAXING NON-RESIDENTS.—In places like the Huron Tract, where there is a great deal of non-resident property in most sections, trustees are often embarrassed and teachers kept out of part of their pay for some time by the difficulty of collecting taxes from non-residents. The best way at present is to have their taxes imposed by a Township Bye-Law, but even there is a long delay. In the meantime trustees cannot discharge their teacher (should he not suit them) neither can they impose a fresh tax on residents to make up a deficiency already levied but not collected, this is an obstacle in the way of free schools, I fear it will not be very easy to remedy this difficulty, perhaps a short

and sure method of enforcing payment from absentees could be devised, if not power could be given to raise the uncollected balance off residents or those sending to the school. I think those who send would have the best right to pay it. As it would be unfair to subject residents who have no children to any greater burdens than non-residents. The present power of trustees to sue non-residents will not avail much, as they are often scattered through the county where they cannot be found.

6. TRUSTEES' REPORTS.—Out of 35 Trustee reports that I have received there is not one correct,—they all shew the *actual* amounts received and paid teachers, instead of the amounts *provided or levied*, it is the teachers that fill the reports for the Trustees, this uniform agreement about what they suppose required shows what they understand to be the design of the heading of the columns. It would save Local Superintendents a great deal of trouble if the headings of the columns were altered.

7. SCHOOL VISITS.—I think it desirable to continue the late provision regarding the number of official visits required from the Local Superintendents. The amount of salary suggested to County Councils by the School Act, bore no proportion to the labor imposed, and caused frequent charges to be made in the appointment of Local Superintendents

8. SCHOOL CODE, &c.—I would further suggest that the laws be all embodied in one fresh act, and the present ones totally repealed;—it will be so much more convenient for the people to find the law all in one place. I have decided opinions on some principles now before the public—such as Sectarian schools, making schools entirely free by Provincial action, &c., but, as I understand your circular, it is not the intention of the Legislature to introduce new principles so much as to perfect details, I will content myself with the foregoing suggestions hoping that you may find in them something worthy of consideration.

From S. Doan, Esq., Local Superintendent, Crowland, Merrittsville.

SUPPORTING SCHOOLS.—The Township Council should be empowered to tax each school section within its limits, for a sum sufficient (in addition to the legislative grant,) to keep open a school at least six months in the year, say at four pounds per month; and to impose a supplementary tax, at the request of the Trustees, for any additional sum required to pay the teacher.

UNION SCHOOLS.—But one Township Council should be authorized to assess a union school section; and the money thus collected should be paid to the Treasurer of the Township in which the school house stands. The Trustees of said union section to have access to no other school fund.

From the Rev. E. Sheppard, Local Superintendent of Malahide and South Dorchester, London.

APPORTIONING SCHOOL MONEY.—During the past year the subject of the apportionment of the Government Grant was taken into consideration at an adjourned meeting of the County Board of Public Instruction, for the United Counties of Middlesex and Elgin, when I proposed "that a definite sum be given to each school section, in proportion to the time the school is kept in operation during the year,—say \$100 for a year, \$75 for nine months, \$50 for six months, and \$25 for three months; and that the sums necessary to make up the amounts, be raised by Provincial taxation, if the present grant prove insufficient." With which proposal the members present unanimously agreed.

ADDRESS FROM THE SCHOOL OFFICERS IN THE TOWN OF SIMCOE.

To the Rev. E. Ryerson, D.D., Chief Super. of Education, &c. &c.

REVEREND SIR,—The Board of School Trustees and the Local Superintendent of schools for the town of Simcoe have great pleasure in greeting you on this your first official visit, and in bidding you sincere and cordial welcome to this your native County.

They have also great pleasure in communicating to you the unanimous feeling of respect and admiration with which the local school authorities of this Municipality have marked your untiring zeal and long-continued exertions in the sacred cause of universal education; resulting in the highly-improved system of general education, now so prevalent throughout the length and breadth of the Province; and in the extended diffusion of that moral intelligence among the community

which gives a certain guarantee of a steady progression to still higher improvements.

They have great pleasure in availing themselves of this opportunity of pointing out to you the very great change which has taken place in this community, in favour of Free Schools,—a change, they have no doubt, in a great measure produced by your able advocacy of the principle that Free Schools are essential to the perfect education of a people. The schools in this Municipality are now Free, and are so by the voice of a large majority of the people themselves, deliberately declared at a protracted and keenly contested election of Trustees, of two days duration, in January last.

Anticipating much benefit to the cause of education, and much pleasure from the interchange of views and feelings on this first visit to our highly favoured County, we beg to tender you our best wishes that every happiness and success, with the Divine blessing of Providence, may attend you in the good work in which you are so earnestly engaged.

On behalf of the Board of Trustees and School Officers of the Town of Simcoe,

WM. M. WILSON,
Chairman Board Trustees of Common Schools, Simcoe.

STEPHEN J. FULLER,
Secretary and Treasurer.

Simcoe, County Norfolk,
Feb'y. 10, 1853.

OPINIONS OF THE PRESS.

COUNTY SCHOOL CONVENTIONS.

[From the *Toronto Examiner*, of the 23rd February.]

The nature of the proceedings reported in the School Convention which will be found elsewhere in our columns, gives it a character of more than sectional or local interest. The school system of Upper Canada finds in the Chief Superintendent an exponent of no mean abilities. In saying this, we do not profess ourselves admirers of some of the provisions of that system; much less of the public movements of its author; but recent events in our educational economy have tended, we must admit, to harmonize his views with popular feeling in this Province; and wherever his efforts are directed to the development and preservation of common educational institutions, he will readily have the sympathies and co-operation of the great bulk of the people of Western Canada.

[From the *Canadian Free Press*, of the 17th February.]

In this number we publish the minutes of the School Convention held in this town, on the 8th instant, by the Rev. Dr. Ryerson, Chief Superintendent of Schools. The Rev. Dr. since his appointment to the office which he now holds, has been indefatigable in the discharge of his duties, has made himself, by foreign travel, and personal observation of the various European systems, as well as by diligent study, perfectly conversant with the subject of public education; and has largely infused into the common school system of Canada the results of his knowledge and experience. It is somewhat gratifying to know, and not a little flattering to our pride, that our system is favourably noticed by educationists in other states, (a fact fully brought out by the Superintendent in the course of his observations,) and that we are probably in advance of some older states in which a system of common school education has been much longer established, with ever-accumulating facilities for still more rapid progression in our onward march. Taking the educational institutions of this country as a whole, we do not think there is much for us to envy in the kindred institutions of other countries, whether in Europe or America—a fact which casts a beam of light upon the glorious future of Canada. This is attributable to the prevailing public sentiment which has long existed in Canada in favour of large facilities for the education of the young—and whatever scheme has at any time been proposed, either by the Government or others, likely to contribute effectually to this end, has been warmly and generously supported. The labours of such a man as Dr. Ryerson could not fail to be crowned with triumphant success—as the labours of the skillful husbandman expended upon a generous and prolific soil. The country was fortunate in securing the services of a man so eminently qualified to discharge the duties, in the educational department imposed upon him by the Representative of the Sovereign, and he was fortunate in having a suitable and fertile field upon which to bestow his labours. It is now upwards of ten years since an Act was passed for the establishment of Common Schools in Canada, and since that time progressive improvements have been made in harmonizing the system with the municipal institutions of the country, rectifying its details and rendering it more comprehensive and efficient in its char-

acter. For most of its improvements it has been indebted to the Chief Superintendent; *et honor cui honor debetur*. That it has yet been fully perfected, is more than could be expected, considering the difficulty of the task of engrafting a *system of education*—in great part supported by the voluntary contributions or voluntary taxation of the people—upon our liberal and highly democratic institutions, so as to be at the same time popular and efficient—sufficiently concentrative to give it vitality, strength of action, and uniformity—and sufficiently diffusive in its character and management to render it completely under popular control.

Under these circumstances the educationist or the politician cannot sit down and form a theory such as he might think abstractly the best: but the best that can be carried out in the nature of the case. That our school laws and system of education are still susceptible of much improvement, is very likely felt by the Chief Superintendent; and the object of his journey through the Province, and of the series of school conventions recently held, was to elicit public opinion as to the working of the system; its deficiencies, and the measures to be adopted for still farther perfecting it. The resolutions passed at the "convention," which was unanimously attended by the trustees and teachers of the county, will afford some idea to the reader of the practical results of the meeting, as far as regards the expression of public opinion; but the proceedings should have been reported, in order to give any idea of the interest awakened by the lucid exposition of the principles of the school law, by the Chief Superintendent, and ready and satisfactory answers to such questions regarding its working as were propounded for solution. During the convention an interesting discussion was excited by the Rev. Mr. Pollard, desiring to be informed what provision was made in the law for the *introduction of the religious element* into our common schools. The Dr. entered into a full exposition of the law, and of the regulations of the Council of Public Instruction upon this point, from which he proved that ample provision was there made, but that as to the manner in which it should be carried out, it was left to the local Board of Trustees, the presumed exponents of public sentiment. He defended at length, and to our mind with perfect success, the wisdom of the law, in reference to religious instruction, as it exists, and its adaptation to the peculiar circumstances of the country.

FREE SCHOOLS IN UPPER CANADA.

[From the *Huron Signal* of Thursday, Jan. 20, 1853.]

The annual public school meeting was held at Goderich, on Saturday, the 15th inst., at which the great principle of Free Schools was discussed. We are glad to record that benevolence, intelligence, and social and Christian duty have triumphed. Free schools have gradually been gaining the ascendancy throughout the Province, and in scanning the pages of the Report of the Chief Superintendent of Schools for the year 1851, we are much pleased with the weight and multiplicity of the testimony adduced from the reports of Local Superintendents and Boards of School Trustees in favor of this truly benevolent, patriotic, and national principle.

We have ever regarded elementary education as a national work, a work which it ought to be the pride, as it is the interest, of the nation to carry out thoroughly. We will not enter here into the examination of the powerful arguments which have proved the desirableness of national education; this has been acknowledged in every civilized country where any other than a despotic government exists. The theory is no longer tenable that "education makes people difficult to govern;" but it is the anxiety, as it is the duty of every enlightened statesman, not only by education to fit the mass of the people to be governed, but also to prepare them to take part in the government of their country.

The work being a national one, the development of the system nationally adopted ought to be the care of every locality. It is true that the law of the land, although it provides for, does not yet oblige us to have free schools; but judging from the testimony in the report of the Chief Superintendent, as well as from our own observation, it will not be long before the laws of our country will determine that education shall be free—that however diversified the pecuniary positions of our population may be, with regard to the ability to obtain an education all shall be placed upon an equal footing. This is what we fondly anticipate, and every man of intelligence will agree with us, that there should be no embargo upon education, but that, like the air we breathe, it should be free to be inhaled by all. The earnest desire, then, of the friends of humanity and education in every locality, will be to introduce in its most liberal phase, our certainly very superior system of provincial education. They will be encountered by much selfishness, and in many localities by that worst manifestation of selfishness—sectarianism. School Trustees and others having influence in the management of our public schools, should remember that their duty is a public one, and that they should so control the schools committed to their charge, that the whole population of every persuasion

may, without fear or prejudice, commit their offspring to the beneficial influences to be there exerted. We consider that in our common schools the broad basis of an education ought to be laid, it is there the tools must be furnished to the pupils, who, as they advance in years, may use them as circumstances require; and the Teacher or Trustee who, instead of laying a sure foundation, vainly attempts to rear a political or sectarian superstructure, while he greatly exceeds his duty in one sense, falls far short of it in another. "Unity is strength," with regard to schools as with other popular institutions, and it is well known that it is much easier to support one or more large schools, than to keep a multiplicity of small ones; there is a greater economy of labor, of time, and of money in this centralizing system, and the friends of education should be willing to waive the petty prejudices of sect, and otherwise obviate them, in order to come at a tangible and successful system of management. Our common schools should not only be free, and well and broadly based, but they must also be well taught. For this the Trustees are answerable; it is their duty to provide the best instructor it is in their power to obtain; they may, it is true, occasionally be imposed upon, or be unfortunate in their choice of a Teacher, but there is now a much better selection than formerly, and the Trustees who employ an incompetent, when a competent Teacher can be procured, and especially under the Free School system, are guilty of squandering the funds of the public, to whom they ought to be amenable.

Good school-houses of course are requisite, and in every locality should be large and well ventilated, and in our schemes for local improvement they should be remembered, for what is more worthy of our consideration than the health and prosperity of our children—of the generation which will succeed us on the stage of life.

NOTICE TO CORRESPONDENTS.

"W. J. R.," Hornby.—Your communication being anonymous is valueless.

"T. C.," Chatham.—With pleasure we shall, in the proper place, avail ourselves of your kindness.

"W. F. C.," London.—The account has been enclosed to the County Clerk for payment.

Our thanks are due to the State Superintendents of Indiana and Wisconsin; to the Secretary of the Board of Education, Massachusetts; to the Superintendent of Lower Canada, of Boston, and to the Secretary of the Regents of the University of the State of New York and other gentlemen for important and valuable documents relating to Local History and Education.



TORONTO: MARCH, 1853.

PROVINCIAL CERTIFICATES OF QUALIFICATION.

It is the intention of the Chief Superintendent of Schools, in accordance with the 44th section of the School Act, to give Certificates at the close of the present and future sessions at the Normal School to teachers of Common Schools, duly trained in that institution and recommended by the masters thereof, after sufficient examination. These Certificates will be attainable by students who have attended the Normal School during previous sessions, upon their undergoing the requisite examination, which they can do by joining any class in training during the regular periods of examination, which occupy about six days at the termination of each session.

No Certificate will be granted to any applicant except upon the terms above specified. The periods of examination will commence about the beginning of the second week in April and October. Parties who are anxious to obtain a Certificate would do well to join the class some days before the examination commences.

The following is the section of the Act, under the authority of

which the Provincial Certificates will be issued by the Chief Superintendent of Schools:—

"44. And be it enacted, That it may and shall be lawful for the Chief Superintendent of Schools, on the recommendation of the teachers in the Normal School, to give to any teacher of Common Schools, a Certificate of qualification which shall be valid in any part of Upper Canada, until revoked according to law: Provided always, that no such Certificate shall be given to any person who shall not have been a student in the Normal School."

THE PRINCIPLE OF APPORTIONING THE SCHOOL FUND.

Extract from a letter addressed to the Department of Public Instruction for Upper Canada, by the Trustees of a rural School Section.

"The following resolutions were passed at a special meeting, called by the Local Superintendent in our school section, for the purpose of electing a Trustee, and deciding on the manner of raising the Teacher's salary for the current year.

"The special meeting had been rendered necessary because the annual meeting had not been conducted legally.

"Resolved,—That the parents or guardians of each pupil pay at the rate of 7s. 6d. currency, per quarter, for each child attending school, and such further sum as may be necessary to pay the teacher's salary. And, That no part of the teacher's salary be raised by general assessment."

"The promoters of the passing of the above, maintain that they have made ample provision for the maintenance of the school, and that their proceedings are strictly in accordance with that part of the School Act that provides for the guidance of annual meetings. They further assert that they are acting under the advice of the Reeve of the Township, who, being a magistrate likewise, is, in their opinion, fully competent to advise in the matter.

"Our object in now troubling you is to ascertain whether we can act upon the resolutions, and collect an indefinite rate-bill, or fall back on the rate-bill formerly charged, which was 5s. per quarter, or, in short, what would be the best course to pursue under the circumstances?"

"We may further add that, the meeting was made fully aware of the nature, and provisions of the School Act, and of the tenor of the 2nd clause of the Act passed 10th November last.

"This section has suffered severely from the change in the distribution of the School Fund. We do not receive from the grant and assessment combined, as large a sum as the direct school tax paid by the property in the section amounts to. This arises from a paucity of children within the school age, and this fact makes the people more determinedly hostile to any voluntary and further tax for school purposes. The great proportion of the School Fund in this township is absorbed by the non-incorporated villages, which comparatively, pay very little school tax. It would tend greatly to the easy and satisfactory working of the school-bill, if this practical and keenly-felt grievance was redressed without delay."

EXTRACT FROM THE REPLY.

"In reply I have to state that, you are bound to comply with the resolutions of the meeting which you enclose, as far as it is practicable for you to do so. You can charge even at the excessive rate per quarter specified, for each child attending the school; and then at the end of the year avail yourself, if necessary, of the authority vested in you by the latter part of the 7th clause of the 12th section of the School Act. The latter part of the resolution enclosed, forbidding the exercise of that authority by the Trustees, is null and void, being illegal in every respect. No public meeting, of any description, has authority virtually to repeal any portion of an act of the legislature; for none but Parliament itself can step in and forbid the exercise of a right which it alone confers.

"It will be obvious, upon reflection, that no principle more just and equitable in itself can be adopted, upon which to base the distribution of the School Fund among the different school sections, than that of the average attendance of pupils; but if school sections themselves will persist in adopting arbitrary resolutions, and otherwise

prevent the legitimate operation of that principle, they alone are to blame, and not the School law. Small school sections, together with such resolutions as you enclose, must inevitably have the effect of reducing the allowance to your section from the school fund to a merely nominal sum; while, sections which adopt a more generous system of management for their schools, enjoy that which your own want of enterprise and zeal prevents you from obtaining: but you should be cautious in charging that deficiency upon the School Act, when your section has deliberately done all in its power to defeat its beneficial operation, and to bring about the very result which you as well as this Department must deplore. The law was designed to assist those who educate most and longest, and sustain their school generously and continuously; and not those who pursue an opposite course: in other words, it helps those who help themselves.

"If the number of pupils between the ages of 5 and 21 years, resident in your section, is small, you should endeavor to extend your boundaries, so as to include a larger number, and thus lessen the necessary school tax by increasing your capabilities of obtaining a larger proportion of the school fund than now falls to your share."

LORD ELGIN ON PERSONAL RESPONSIBILITY IN PUBLIC MEN.

The following excellent remarks were made by His Excellency the Governor-General, at the conclusion of a lecture delivered by the Rev. Dr. Wilkes, at the Mechanics' Institute in Montreal, a few years since:—

"Just in proportion as men ascend in position and influence, their responsibility to society increases. The higher they stand, the more necessary is it that their principles should be sound, their ground secure, and their affections pure. They must not be ashamed to borrow an example from vegetable life. A few tender roots would support the oak sappling, when it first appeared above ground; but when it became a tall and stately tree, when it threw out its branches and multiplied its leaves, presenting a wider surface to the dews of the morning, and the bright influence of the king of day, in order that it might receive additional nourishment, and be in no danger from the blasting brightness of the noon-day, its roots must be firmly fastened in the soil. Such should be the situation of those, who, while they rise in society, build their advancement upon 'sure and steadfast' principles. When men build upon a false foundation, how far soever they may rise, the greatness of their advancement, would but prove the prelude to their fall."—*P. II. Watchman.*

CO-OPERATION OF THE PRESS.

The editor of an excellent paper in the Western part of the Province and a County Superintendent of Schools, thus concludes an official letter to the Chief Superintendent:—"I intend during the present year to make as full reports in my paper, on all educational matters, as possible. I think such a course might conduce much to the success of Common Schools in this county."

RESOLUTIONS

PASSED AT THE COUNTY SCHOOL CONVENTIONS LATELY HELD IN THE DIFFERENT COUNTIES OF UPPER CANADA, BY THE CHIEF SUPERINTENDENT OF SCHOOLS.

I. RESOLUTIONS RELATING TO THE EXTENSION OF THE POWERS OF TRUSTEES IN DECIDING UPON THE MANNER OF RAISING SCHOOL MONEYS.

COUNTY OF LINCOLN.

Meeting at St. Catharines on the 24th of January, 1853.

E. S. ADAMS, Esq., Mayor of St. Catharines, in the Chair;
W. F. HUBBARD, Esq., A. M., Secretary.

"Resolved,—That it is desirable that Trustees be empowered to decide the manner in which moneys are to be raised to maintain the schools, free or otherwise."

COUNTY OF WELLAND.

Meeting at Merrittsville on the 25th of January.

JOHN HELLEMS, Esq., in the Chair; N. L. HOLMES, Esq., Secretary.

"Resolved,—That the Trustees, as representatives of the respective school sections, be authorized to decide upon the manner in which their schools shall be supported, free or otherwise, until such times as other provision shall be made by either the Municipal Council or Provincial Parliament."

UNITED COUNTIES OF WENTWORTH AND HALTON.

Meeting at Hamilton on the 27th of January.

R. SPENCE, Esq., ex-Warden, in the Chair; S. BREGA, Esq., Secretary.

Moved by JOHN HESLOP, Esq., Warden of the County, and seconded by the Rev. THOS. GREENE, A. B., Local Superintendent, and

"Resolved,—That the powers enjoyed by the City and Town Boards of School Trustees, in reference to the mode of providing for the support of schools, be extended to Township Trustees."

UNITED COUNTIES OF WELLINGTON, WATERLOO, AND GREY.

Meeting at Guelph on the 28th of January.

JAMES WRIGHT, Esq., ex-Warden, in the Chair; A. D. FERRIER, Esq., Secretary.

Moved by Dr. CLARK, Warden of the County, seconded by J. KIRKLAND, Esq., Local Superintendent, and

"Resolved,—That the power enjoyed by the city and town Trustees, in reference to the mode of providing for the support of schools be extended to Trustees of School Sections in Townships."

UNITED COUNTIES OF HURON, PERTH, AND BRUCE.

Meeting at Goderich on the 31st of January.

R. GIBBONS, Esq., Mayor of Goderich, in the chair; Mr. NICHOLLS, Secretary.

Moved by T. NICHOLLS, Esq., seconded by JOHN CLARKE, Esq., and

"Resolved,—That as Trustees can be changed at the regular meetings for that purpose, it is desirable that such should in Townships, as now in towns and cities, be allowed to determine the manner in which their schools should be supported."

COUNTY OF LAMBTON.

Meeting at Port Sarnia on the 2d of February.

Capt. R. E. VIDAL, R. N., in the chair; E. WATSON, Esq., Secretary.

Moved by A. YOUNG, Esq., seconded by Mr. BUCHANAN, and

"Resolved,—That this convention deems it expedient to leave the method of supporting schools to the Trustees, with the understanding that before such provision is introduced, the whole of the Trustees now elected be newly elected."

COUNTY OF ESSEX.

Meeting at Sandwich on the 4th of February.

JOHN SLOAN, Esq., Warden of the United Counties of Essex and Lambton, in the chair; PAUL JOHN SALTER, Esq., Secretary.

Moved by JAMES DOUGALL, Esq., seconded by Mr. LANGTON, and

"Resolved,—That it is the opinion of this Meeting that Trustees in School Sections in Townships, should be vested with powers similar to those possessed by Trustees in Towns."

[At the Conventions held in the Counties of Kent, Middlesex, Elgin, and Oxford, resolutions were passed in favor of a Provincial system of Free Schools, supported by a public tax. See the second class of resolutions hereto annexed.]

COUNTY OF NORFOLK.

Meeting at Simcoe on the 10th of February.

Moved by Col. WILSON, seconded by WILLIAM WALLACE, Esq., and

"*Resolved*,—That, in the opinion of this Meeting, it is extremely desirable that Trustees of Township Common Schools, should be endowed with the same powers as are at present exercised by the Trustees in Towns and Villages."

II. RESOLUTIONS IN FAVOUR OF A PROVINCIAL SYSTEM OF FREE SCHOOLS, SUPPORTED BY COUNTY OR TOWNSHIP RATES, &c.

COUNTY OF LINCOLN.

St. Catharines, 24th of January.

"*Resolved*,—That in the opinion of this Meeting it would be an improvement in the Common School Law, if the County Councils, and Township Councils were empowered by law to determine whether the Common Schools in such County, or in such Township (as the case may be) should be *Free Schools*."

COUNTY OF WELLAND.

Merrittsville, 25th of January.

"*Resolved*,—That the County or Township Municipal Councils be empowered to pass a by-law making all the Schools in their Municipalities *Free*."

UNITED COUNTIES OF WENTWORTH AND HALTON.

Hamilton, 27th of January.

Moved by Alderman McILROY, seconded by Councillor SPENCER, and

"*Resolved*,—That the question of Free Schools be left for decision to the County and Township Municipalities."

COUNTY OF ESSEX.

Sandwich, 4th of February.

Moved by CHARLES BABY, Esq., seconded by JOHN McEWAN, Esq., and

"*Resolved*,—That the Legislature would promote the welfare of the people, by extending the powers of the various Municipal Corporations, enabling them to adopt measures for the establishment of *Free Schools*, either by a general tax, or by local rate."

COUNTY OF KENT.

Chatham, 7th of February.

"*Resolved*,—That this meeting would prefer to see the system of *Free Schools* at once established by legislative enactment; but since the Country is not properly prepared for such a step, this meeting is of opinion that the question should be left to be settled by County or Township Councils."

UNITED COUNTIES OF MIDDLESEX AND ELGIN.

London, 8th of February.

Moved by the Rev. EDMUND SHEPPARD, Local Superintendent, seconded by the Rev. JAMES SKINNER, Local Superintendent, and

"*Resolved*,—That in the view of this Convention, our Public Schools should be supported by a general Provincial tax."

COUNTY OF OXFORD.

Woodstock, 9th of February.

Moved by the Rev. W. H. LANDON, Local Superintendent, seconded by C. GOODWIN, Esq., and

"*Resolved*,—That in the opinion of this meeting, to empower the Trustees of the various School Sections to adopt the Free School system without consulting the people at the annual meetings, would be some improvement upon the present system (still a very slight one); as we cannot suppose that many Trustees could be found who would be willing to sacrifice their peace and comfort, by adopting a course even at the call of duty, which would embitter against them the feelings of many of their neighbours; and to authorize the various Municipalities to introduce that system into their respective limits, would be a still greater improvement; never-

theless this meeting is deeply impressed with the conviction that nothing short of a Parliamentary provision for Free Schools for the whole country will meet the wants and wishes of the most intelligent of the people of the Province."

COUNTY OF NORFOLK.

Simcoe, 10th of February.

Moved by the Rev. GEO. BELL, Local Superintendent, seconded by Colonel WILSON, and

"*Resolved*,—That in the opinion of this Convention, it is expedient that the Legislature of this Province should provide by law for a universal system of education, extending from the elementary branches to the highest departments of training for both sexes; the deficiency of public funds for the support of such system to be made up by general assessment on property, as the only true mode of providing for public instruction."

III. RESOLUTIONS RELATING TO THE ESTABLISHMENT OF PUBLIC LIBRARIES.

UNITED COUNTIES OF WENTWORTH AND HALTON.

Hamilton, 27th of January.

Moved by PATRICK THORNTON, Esq., Local Superintendent, seconded by Mr. BOTHWELL, and

"*Resolved*,—That the Local Superintendents of the United Counties form themselves into a committee of correspondence, to ascertain the wishes of School Section Trustees on the establishment of School Libraries."

UNITED COUNTIES OF WELLINGTON, WATERLOO, AND GREY.

Guelph, 28th January.

The Convention considered that the system of Township Libraries was preferable to that of County or School Section Libraries."

COUNTY OF PERTH.

Stratford, 29th January.

The opinion expressed by the Convention was similar to the foregoing.

UNITED COUNTIES OF HURON AND BRUCE.

Goderich, 31st January.

A motion was unanimously adopted in favor of Township Libraries."

COUNTY OF LAMBTON.

Port Sarnia, 2d February.

Moved by Captain HYDE, R.N., seconded by H. GLASS, Esq., and

"*Resolved*,—That the plan for Township Libraries, as suggested by the Chief Superintendent of Education, be approved of by this Convention."

COUNTY OF ESSEX.

Sandwich, 4th February.

Moved by Col. PRINCE, M.P.P., seconded by Dr. VERVAIS, Local Superintendent, and

"*Resolved*,—That it appears to this meeting that Township Libraries would be preferable to either Section or County Libraries."

COUNTY OF KENT.

Chatham 7th February.

Moved by A. McKELLAR, Esq., seconded by Dr. CROSS, Local Superintendent, and

"*Resolved*,—That it is the opinion of this meeting that the establishment of Township Libraries would be more conducive to the general diffusion of knowledge than to have only one in each County; and this meeting hopes that the several Municipalities will avail themselves of the application about to be made to them by the Chief Superintendent, to raise the necessary funds to meet the legislative apportionment for that important purpose."

UNITED COUNTIES OF MIDDLESEX AND ELGIN.

London, 8th February.

Moved by J. W. KERR, Esq., seconded by J. PUTNAM, Esq., and

"*Resolved*,—That the establishment of Township Libraries

appears to us far preferable to that of County or School Sectional Libraries."

COUNTY OF OXFORD.

Woodstock, 9th February.

Moved by GEORGE ALEXANDER, Esq., Local Superintendent, seconded by J. M'KEE, Esq., Local Superintendent, and

"Resolved,—That this meeting approves of the proposal of the Chief Superintendent to establish Township in preference to County School Libraries; and would recommend that in any regulations to be adopted for that purpose, the wants and conveniences of all such School Sections as are willing to co-operate should be attended to."

COUNTY OF NORFOLK.

Simcoe, 10th February.

Moved by STEPHEN J. FULLER, Esq., seconded by M. H. FOLEY, Esq., and

"Resolved,—That, in the opinion of this Convention, the establishment of Township, Town, and Village Libraries would be greatly conducive to the diffusion of general knowledge, and would be preferable to County or School Section Libraries."

COUNTY OF BRANT.

Brantford, 11th February.

Moved by the Rev. W. RYERSON, seconded by W. MOYLE, Esq., and

"Resolved,—That it is the opinion of this meeting that County Libraries with Township Branch Libraries will be most likely to meet the present wants of the County of Brant."

UNITED COUNTIES OF YORK AND PEEL.

Toronto, 16th February.

Moved by Rev. R. DICK, Toronto, seconded by Mr. J. WARD, of Etobicoke, and

"Resolved,—That in the judgment of this Convention, a Library should be established in each Township, and distributed among the School Sections, so as to secure a systematic circulation of the whole; that each section may in due time have access to any book in the Township Library."

IV. MISCELLANEOUS RESOLUTIONS.

London, 8th February.—Moved by the Rev. W. F. CLARKE, Local Superintendent, seconded by the Rev. E. SHEPPARD, and

"Resolved—That this Convention expresses its satisfaction with the provisions of the School Act, and the Regulations of the Provincial Council of Public Instruction, as it respects the moral and religious instruction of our children and youth."

Moved by Mr. JOHN CAMPBELL, seconded by HAMILTON HUNTER, Esq., and

"Resolved—That it is the opinion of this meeting that the Chief Superintendent of Schools should recommend such alterations in the School Act, as will secure the appointment of Local School Superintendents whose literary qualifications render them suitable for the office. That the way to accomplish this object is to provide that the Superintendent may have a sufficiently extensive jurisdiction to occupy all his time and attention; that an adequate salary be attached to the office; and that some standard of literary qualifications be adopted to render parties eligible for appointment."

Woodstock, 9th February.—Moved by the Rev. Mr. BALL, seconded by the Rev. Mr. WALLACE, and

"Resolved—That this meeting, having marked with deep regret that a powerful movement has been made in certain quarters to perpetuate and extend the evils of sectarian education, and having marked with deep interest and heartfelt approbation the noble stand against this evil taken by the Chief Superintendent of Schools, and feeling that any concession made on this subject is a precedent fraught with incalculable evils, tending ultimately to destroy our national system of education, needlessly and cruelly separating the children of the community, and fostering those bitter sectarian animosities which have ever produced so much unmixed evil, would desire heartily to support the Chief Superintendent in any steps he

may take to abolish all sectarian distinctions in the Common School Law."

Moved by Mr. C. GOODWIN, seconded by MR. J. IZARD, and

"Resolved—That this meeting highly approves of the list of books selected by the Rev. Chief Superintendent for the use of Public School Libraries in Canada, and desires hereby to express its admiration of the extraordinary labor he has devoted to the selection of so large and almost perfect a list, and also his gratitude for this and all his other able and long-continued efforts to advance the educational interests of the country."

Simcoe, 10th February.—Moved by the Rev. FRANCIS EVANS, seconded by the Rev. GEORGE BELL, and

"Resolved—That it is the opinion of this Convention that the appointment of one Inspector of Schools in each County, instead of several Local Superintendents as at present, will highly conduce to the improvement of education—such Inspector to be selected and appointed by the Government."

Moved by Col. WILSON, seconded by the Rev. F. EVANS, and

"Resolved—That the thanks of this Convention be tendered to the Rev. Dr. Ryerson, for his able exposition of the School Law, for his valuable assistance at this meeting, and for his unwearied and successful efforts in advancing the educational interests of this Province."

Merrittsville, 25th January.—Moved by Mr. THOS. BURGAR, seconded by Mr. ANDREW VAN ALSTINE, and

"Resolved—That a vote of thanks be tendered to the Chief Superintendent for the full and satisfactory explanations of questions this day submitted, and for his untiring zeal in behalf of the education and prosperity of the present and rising generation."

Guelph, 28th January.—Moved by Dr. CLARK, Warden of the County, seconded by JOHN HARLAND, Esq., and

"Resolved—That the high obligations felt by this Convention to Dr. Ryerson for the information communicated, and for the interest manifested by him in the educational prosperity of the country, are hereby expressed, and the thanks of this meeting tendered to him."

Port Sarnia, 2d February.—Moved by Captain HYDE, R.N., seconded by the Rev. G. J. R. SALTER, A.B., Local Superintendent, and

"Resolved—That a vote of thanks be given to the Rev. Dr. Ryerson, for the lucid and important statements with which he has this day favored the Convention."

Sandwich, 4th February.—Moved by Col. PRINCE, M.P.P., seconded by W. D. BABY, Esq., Sheriff of the County, and

"Resolved—That the thanks of this meeting be given to the Rev. Dr. Ryerson, Chief Superintendent of Education, for the lucid and able exposition which he has delivered to this meeting, on the subject of education and schools in Upper Canada, and for the able exercise of the duties of his high office in the cause of education."

Toronto, 16th February.—Moved by Mr. A. WARD, Reeve of Etobicoke, seconded by Mr. McMULLEN, and

"Resolved—That the thanks of this Convention be given to the Chief Superintendent of Education for the great industry and zeal which he has shown in the promotion of the educational interests of the Province, and in securing the establishment of the present Common School System."

[Votes of thanks were also passed, *viva voce*, at the other County School Conventions.]

SCHOOL LEGISLATION IN THE STATE OF OHIO.—The *Ohio Journal of Education* for January states that "the New School Bill has been under discussion in the Senate; and has passed through the Committee of the Whole, and been referred back to the Standing Committee. The discussions have been marked with ability, spirit, and fairness. The indications are, that the features of the Bill relating to a State Superintendent, to the amount of School funds and to District Libraries, will be

passed substantially as they were originally reported; that all school funds will be raised by a state, instead of a county tax; that the provision for County Superintendents will be struck out; and that the organization of the Township Boards of Education will be so modified as not wholly to do away with the present District system."

POPULAR EDUCATION ON THE CONTINENT OF EUROPE.

According to Mr. Kay's works on the Social Condition and Education of the Poor in Europe, "it is a great fact that, throughout Prussia, Saxony, Bavaria, and many others of the German States, besides Norway, Denmark, Switzerland, and the Austrian Empire, *all* the children are at the present time actually attending school, and are receiving a careful education—religious, moral and intellectual—from well instructed and efficient teachers. All the youth of Holland, besides a great part of those in France, below twenty-one years of age, can read, write and cypher, and know something of the Bible and the history of their own country. The children of the poor in Germany, are, in many parts, so clean, so ready to acquire learning, and so much polished in their manners, that the rich often send their children to the schools intended only for the former class.

"I remember one day," says Mr. Kay, "when walking near Berlin, in company with a Professor in the Normal College, we saw a poor woman in the road, cutting up logs of wood for winter use. My companion pointed her out to me, and said, 'Perhaps you will scarcely believe it, but in the neighbourhood of Berlin, poor women, like that one, read translations of Sir Walter Scott's novels, and many interesting works of your language, besides those of the principal writers of Germany.' This account was afterwards confirmed by the testimony of several other persons. Often have I seen the poor cab-drivers of Berlin, while waiting for a fare, amusing themselves by reading German books, which they had brought with them in the morning, expressly to occupy themselves with in their leisure hours.

"In many parts of the country, farm-labourers and the workmen of the towns, attend regular weekly lectures or weekly classes, where they practice singing, or learn drawing, history, or science. The intelligence of these people is apparent in their manners. The German, Swiss, or Dutchman, who has been brought up under this system; that is, those under forty years of age, is generally distinguished by a proper dialect. They speak as their teachers speak—clearly, grammatically, and without hesitation—in a manner that assimilates the humblest to the man of wealth and superior education."

THE BRITISH CONSTITUTION.

What has been said of the Roman Empire is at least as true of the British Constitution. "Octingentorum annorum fortuna, disciplinaque, compages hæc coaluit, quæ convelli, sine convellentium exitio non potest." This British Constitution has not been struck out at a heat by a set of presumptuous men, like the Assembly of pettifoggers run mad in Paris.

"'Tis not the hasty product of a day,
But the well-ripen'd fruit of wise delay."

It is the result of the thoughts of many minds, in many ages. It is no simple, no superficial thing, nor to be estimated by superficial understandings. An ignorant man who is not fool enough to meddle with his clock, is, however, sufficiently confident to think he can safely take to pieces and put together at his pleasure a moral machine of another guise, importance, and complexity, composed of far other wheels, and springs, and counteracting and co-operating powers. Men little think how immorally they act in rashly meddling with what they do not understand. Their delusive good intention is no sort of excuse for their presumption. They who truly mean well must be fearful of acting ill. The British Constitution may have its advantages pointed out to wise and reflecting minds, but it is of too high an order of excellence to be adapted to those which are common. It takes in too many combinations, to be so much as comprehended by shallow and superficial understandings. Profound thinkers will know it in its reason and spirit. The less inquiring will recognize it in their feelings and their experience. They will thank God they have a standard, which in the most essential point of this great concert, will put them on a par with the most wise and knowing.—*Burke*.

Miscellaneous.

M A R C H .

The stormy March is come at last,
With wind and cloud, and changing skies;
I hear the rushing of the blast,
That through the snowy valley flies.

Ah! passing few are they who speak,
Wild, stormy month, in praise of thee;
Yet, though thy winds are loud and bleak,
Thou art a welcome month to me.

For thou, to northern lands again
The glad and glorious sun dost bring;
And thou hast joined the gentle train,
And wear'st the gentle name of Spring.

And in thy reign of blast and storm,
Smiles many a long, bright, sunny day,
When the changed winds are soft and warm,
And Heaven puts on the blue of May.

Then sing aloud, the gushing rills,
And the full springs from frost set free;
That, brightly leaping down the hills,
Are just set out to meet the sea.

The year's departing beauty hides,
Of wintry storms the sullen threat;
But in thy sternest frown abides
A look of kindly promise yet.

Thou bring'st the hope of those calm skies,
And that soft time of sunny showers,
When the wide bloom on earth that lies,
Seems of a brighter world than ours.

BRYANT.

THE SCHOOL OF THE SECTION.

We always take a deep interest in all efforts to promote common school education. The cause is one of the noblest ever engaged in.—Its objects reach far away into the future and take hold of the stability, character and permanency of all our free institutions.

The improvement in the public mind in relation to this matter, is most gratifying. Yet there is a wide space for still farther activity in the promotion of interests so vitally important to society. Such interests should receive the earnest and unfaltering support of every member of the community. To many the matter of common school education presents but the dull routine of mechanical operations—the monotonous exercises of reading, writing, ciphering and spelling. And yet under such slow process, human mind is developing and maturing, and impressions given which shall mould character for eternity. The vibrations of the school-room give tone to a life time. Indeed, the teacher of youth occupies one of the most responsible positions on earth.

School-rooms are cheaper than court-rooms—teachers cheaper than sheriffs and judges—education in youth, cheaper than State prison and the scaffold in manhood. Gen. Harrison once said to a man who was about to build a high fence to keep the boys from stealing his fruit on the Sabbath, "Are not Sabbath Schools cheaper?" The thought embodied a world of truth.

Were we to select a spot for a residence, we should look well first to the character of the community in the matter of schools. We should first look at the school-house and into it. We should attend a school meeting and see the people together, and learn the extent and liberality of their views, and the quality of teachers employed.

We would shun the niggardly—the penny skinning community.—Such communities esteem an old shell on the bleak hill, through every side of which the wintry wind whistles a fit place for their children; the man who can set copies and do "sums" in rule of three and flog children that ought to be flogged at home, a competent teacher; and the education which consists in mechanical parsing, dull reading and wretched writing, a sufficient education. The age moves on while such communities are slumbering in a half bushel.

But in the wide waste of old, weatherbeaten and crumbling school-houses and where the light of knowledge hardly makes the general darkness visible, there are thousands of bright spots. Light expands. The importance of a right system of common school education, is felt. There are liberal views and generous appropriations. Neat and commodious school buildings are erected, competent teachers employed, and necessary apparatus furnished. Let the home seeker turn aside to such communities, and help to move on its enlightened and grievous efforts.—*Cayuga Chief*.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

The *Western Planet* of the 31st ult., in speaking of the new central School-house, thus remarks:—"This building was opened for the reception of pupils last February, and is really an ornament to the town. It is capable of accommodating 500 pupils, and attached to it are four teachers, two for the male, and two for the female department. It is built of brick, with cut stone corners, and at a cost of £1100."—The Schools in the township of Sandwich are supported on the Free School principle the current year.—The inhabitants of the township of Grantham have availed themselves of the provisions of the 20th sect. of the School Act, and have organized their schools and a township board of School Trustees, the same as in cities and towns.—In reference to this change the St. Catherine's *Constitutional* remarks that:—"It is the intention of this Board to establish eight schools and to appoint to them only first-class teachers, to whom just salaries will be given. This course, if pursued, will argue much in favor of the Trustees individually, and will tend greatly to the improvement and stability of the schools.—At the recent examination of teachers by the Board of Public Instruction for the county of Simcoe, the chairman, (Judge Gowan,) through the Rev. S. B. Ardagh, presented to the best teachers who had obtained second and third class certificates, a valuable book each. No first class certificate was granted by the Board.—The Bathurst *Courier*, of a recent date, speaks in high terms of the new stone School-house, designed for the Perth Public School.—The Roman Catholic Seminary of Quebec has been constituted a University, by a Charter of Queen Victoria, dated the 8th December—the anniversary of the Immaculate Conception of the Virgin. The same had been decided upon on the 19th March last, the Feast day of St. Joseph. The degrees conferred by the University of Quebec will be valid in Great Britain. The Seminary have decided, out of thankfulness, to procure a portrait of the Queen, and to have it hung in the principal room of the establishment, along side with those of its benefactors.—The *North American* remarks, in reference to the very gratifying examination of the pupils attending the Adelaide Academy:—"We rejoice that we have in this city an establishment so eminently fitted to bestow a sound practical knowledge on our young ladies."—"A friend to Free Schools" thus concludes his communication to the *Niagara Mail*;—"I hope the time is not far distant when all the Common Schools in Upper Canada will be made Free Schools by Legislative enactment. I have two reasons for this: first, I believe it would be a great blessing to the country at large, and secondly, that we may no longer be insulted by hearing our children called paupers, and our schools mean and contemptible schools, they would then be designated, our National or rather Provincial Free Schools."—The Hon. Dr. Widmer has been inaugurated Chancellor of the University of Toronto.—The Hon. Mr. Hincks has introduced a measure into the Legislature to repeal the Toronto University Act, and to reorganize the institution on the model of the London University.—A public meeting has been held in the city of Hamilton to adopt measures for establishing a College in that city. Isaac Buchanan, Esq., has offered to contribute £100 towards the object.—At a meeting of the Council of the University of Trinity College, held on Thursday, the Hon. Chief Justice of Upper Canada was unanimously elected Chancellor, under the Royal Charter. The Rev. the Provost is Vice-Chancellor by statute. The Rev. Professor Perry was elected Public Orator; and the Rev. Professor Irving, Registrar.—We learn that the Royal Charter, conferring on Bishops' College, Lennoxville, the power of granting Degrees, has been received by the authorities of that Institution.

SCHOOLS IN PORT HOPE.—The following Resolutions were submitted to the meeting recently held in Port Hope, and unanimously carried:

1st. Moved by Dr. Perks, seconded by D. McLeod, Esq., and Resolved,—That this meeting, deeply interested in the education of the children of Port Hope, request that the Board of Trustees for Common Schools, to have the two new School-houses finished as soon as possible for two free elementary Schools, in accordance with the Resolution passed by the Board a year ago.

2nd. Moved by R. Maxwell, Esq., seconded by J. Might, Esq., and Resolved,—That as the two new School-houses are not sufficient for the accommodation of the school going-children of Port Hope, a central School-house be built, at a cost not exceeding £500, containing three class rooms for the Master of the Grammar School, and two first class Common School Teachers, and also to procure a suitable site for the same.

3rd. Moved by John Might, Esq., seconded by Mr. William Mitchell, and Resolved,—That all attempts, from whatever cause proceeding, to erect or endow sectarian Schools at the public expense, have for their object the *destruction of general education*, and should be met with the most firm and determined resistance from the population of Canada West.

PROMOTION OF EDUCATION IN LOWER CANADA.—The following resolutions have lately passed the House of Assembly on motion of the Hon. Mr. Morin:—"That it is expedient to define by law the amount which ought to be appropriated out of the Jesuit's Estates Fund, for the years 1852 and 1853, towards making provision for the remuneration of the School Inspectors for Lower Canada, and for the establishment and maintenance of a Normal School; the balance necessary for such services being taken out of the unexpended or unclaimed balance of the Common School Fund for Lower Canada, as provided by the Act of the 14th and 15 Vic., cap. 97.

"That the said amount out of the Jesuits' Estates Fund be fixed at the sum of two thousand pounds currency for each of the said years.

"That it is expedient to appropriate out of the said Jesuits' Estates Fund as an investment at the rate of five per cent. per annum, from the 1st day of January, 1853, a sum not exceeding £4,500 currency, for the purpose of a site and building for a Normal School in Montreal, and a further sum not exceeding five hundred pounds currency, for the necessary repairs thereto; the interest as aforesaid to be paid in half-yearly payments into the said Fund, out of the said unexpended or unclaimed balance of the Common School Fund for Lower Canada, as the first charge thereon, and out of any moneys which may be hereafter otherwise appropriated by law towards the said Normal School."

SEPARATE SCHOOL LAW—MR. HAGARTY'S OPINION THEREON.

1843. By the statute 7th Vic. ch. 29, sec. 55, it was enacted that in all cases where the Teacher of a School was a Roman Catholic, the Protestant inhabitants might have a School with Protestant teacher, on application of 10 resident freeholders, &c., "of any School district, or within the limits assigned to any Town or City School," with like privilege to Roman Catholics where the teacher was Protestant.

1849. The statute 12 Vic. ch. 83, repealing former School Acts from 1st January, 1850, makes no apparent provision for Separate Schools, except in the case of Colored People (see sec. 69) in whose favor the Municipal Council of Town or City may establish any number of Schools that they may judge expedient, for children of Colored people.

1850. The present School Bill, 13 & 14 Vic., ch. 48, expressly repeals the two preceding Acts, and by the 19th sec., authorizes the Board of School Trustees, on application of 12 resident heads of families, to establish one or more separate schools for Protestants, Roman Catholics or Colored people, and to prescribe the limits of the divisions or sections of such schools, with various provisions in the same section, as to voters for election of Trustees of separate schools—as to share in school fund, and especially that no Protestant separate school should be allowed in any school division, except when the Common School Teacher was a Roman Catholic—nor any Roman Catholic School, except where Common School Teacher was Protestant.

1851. The School Act 14 & 15 Vic., ch. 111, declares that doubts have arisen in regard to certain provisions in 19th sec., of preceding Act, and that it was "inexpedient to deprive any of the parties concerned, of rights which they have enjoyed under preceding School Acts for Upper Canada, and then enacts that each of the parties applying, according to the provisions of said Act, shall be entitled to have a Separate School in each Ward, or in two or more Wards united, as said party or parties shall judge expedient in each City or Town in Upper Canada. Provided always that each such School in its establishment and operations, shall be subject to all the conditions and obligations, and entitled to all the advantages imposed and conferred upon Separate Schools, by the said 19th section of the said Act."

In my opinion, the only effect of the last Act is to enable the parties applying, to obtain a Separate School in each Ward, or in two or more Wards united, if they so desire it—instead of leaving it to the Board of Trustees to prescribe the limits of the divisions or sections of such Separate Schools, and I consider that all the provisions of the 19th section in other respects remain in force, and that no Roman Catholic Separate School shall be allowed in any Ward, unless the Common School Teacher be a Protestant, and *vice versa*.

The Act of 1843 gave a similar privilege to parties desiring a Separate School in each Ward, but subject to the last named restriction, dependant on the religion of the Teacher. The Act of 1850 did deprive them of this right as to each Ward—and the Act of 1851 expressly passed to prevent parties from being deprived of rights enjoyed under preceding School Acts of Upper

Canada, restores the right of Separate Schools in each Ward, but does not in my judgment, confer an additional right not previously enjoyed, of having a Separate School without reference to the religion of the Common School Teacher.

The language of the Act of 1851, in my view, leaves all the other provisions of the 19th sec. of the Act of 1850 untouched.

JOHN H. HAGARTY.

Toronto, Feb. 14th, 1853.

Barrister.

COMMON SCHOOLS OF TORONTO.

The following extracts from the Report of the Local Superintendent of Common Schools in Toronto, will be found interesting:—

"Some of the evil forebodings respecting the bad effects of the introduction of the free system, on the morals and respectability of our Schools, were very freely expressed during the year 1851 and beginning of 1852; but the experiment so far has shown that these fears were groundless and illusory—for whilst great numbers of children of the poorer classes, who had not attended school regularly prior to the throwing them open to all, have been admitted, yet in no instance that has come under my observation, have the more advanced and respectable pupils left the school on this account; on the contrary, the character of these institutions will compare very favourably now, with that which they presented at any former period of their history, free or otherwise, so far as respects the clean and respectable appearance of the children, the numbers in the advanced classes, the comprehensiveness of the curriculum adopted in the various Schools, and the general good conduct of the pupils attending them. Indeed, there are no Schools of a similar class, that I have seen, over which a more strict, unceasing supervision is maintained by the teachers in regard to the morals of the children and their personal cleanliness, than is now over the Public Schools of this City.

The report of 1852 shows an increase over 1850, in the number registered, of 1355—55 per cent: it also shows an increase in the average attendance of 497—47 per cent., so that the increase on the average bears a pretty fair ratio to the aggregate increase of 1852 as compared with 1850. Again the ratio of the average to the aggregate attendance in 1850 is 1:2,42, and the ratio between these figures for 1852 is 1:5,45, a very small difference indeed in favour of the free system over the present, in relation to regularity of attendance. Therefore an increase of 55 per cent. on the aggregate, and 47 per cent. on the average attendance of 1852 and 1850; whilst the literary character of the schools as shown in the above table, has not been deteriorated but rather improved—forms a very strong argument in favour of free schools. Indeed the beneficial effects of the system, so far as the experiment has been tried, are sufficient to demonstrate its superiority over the old system of collecting fees from the children.

The Report concludes thus:—

"If, therefore, the principle be sound, that a good education should be provided for the nation at the national expense, there appears no other than the "Free School System," by which this principle can be successfully carried into practice. And, if the Legislature pursue inviolate the integrity of the present system, we may confidently anticipate, as its legitimate result, that in the course of a few years, a thorough English education, commensurate with the wants and wishes of a rapidly advancing people, will be brought within the reach of the humblest citizen—diffused throughout the length and breadth of the land, and made as free as the air we breathe, or the light of Heaven."

PRINCE EDWARD ISLAND.

FREE SCHOOLS.—Great efforts are being made to establish a system of Free Schools in the Province of Prince Edward Island. *Hazard's Gazette*, of the 11th January, contains the synopsis of an Act passed by the Legislature of that Island to promote the establishment of free schools, and of which we make the following synopsis. Many of the provisions of the Act are identical with those in the School law of Upper Canada, from which they are taken. The following are the taxes authorized by the Act:— $\frac{1}{2}$ d. per acre on all lands whether wilderness or cultivated. Also, 5s. on all buildings occupied as dwelling-houses, stores, mills, taverns, distilleries, &c. &c., surrounded with not more than ten acres of land; 2s. 6d. on all workshops, so surrounded; also 3d. in the £ on the annual value of all lands, tenements, &c. in Charlottetown and Common, and Georgetown and Common. No fees to teachers are authorized to be charged in the rural sections, but the Act authorizes assessments and quarterly collections from or on account of the scholars, to be applied to the purchase of books, rent and repairs of school-houses, &c. In Charlottetown and Georgetown, however, a fee of

2s. 6d. per quarter is authorized. Five Trustees are to be chosen in each school district (section), three of whom form a quorum. Two classes of teachers are authorized—1st and 2nd class. Salary of the first class, £45, of the second £50. Those who teach Latin will be allowed 10s. per scholar, until their salary amounts to £60. No teacher is entitled to any salary, unless he has taught 30 scholars at least six months of the year. All agreements must be in writing. A Justice of the Peace or Commissioner (not interested) to fix the site of the school-house. The school-houses must be at least three miles, in every direction, distant from each other, except in certain cases. A Visitor (or Chief Superintendent) may be appointed. The Lieut. Governor may authorize £500 to be appropriated to the purchase of maps, books, apparatus, &c., for a general depository; to be sold and the proceeds to be invested in like manner. Holidays and Visitors same as in U. C. School Act. In his recent Speech at the opening of the Legislature of the Island, His Excellency, Sir Alexander Bannerman, remarked:—"You will be happy to learn that the Education Bill was *specially* confirmed by Her Majesty—a measure of great importance, and the commencement, I trust, of a better system. Irrespective of party or political feelings, it was supported by you, in order to diffuse the blessings of education to all classes, and, with the Divine favour, to extend to Her Majesty's subjects in this Island the means of obtaining religious and secular instruction. The Bill will provide those means, if its details are revised, as experience may suggest, by a well constituted Board of Education, entitled to the confidence of the community, which will enable such a body, with an efficient Inspector, to follow out a system similar to that which has been attended with happy results elsewhere, and obtained the sanction and support of Her Majesty and the Lords of Her Privy Council, during several successive Administrations."

NOVA SCOTIA.

At the opening of the recent session of the legislature of Nova Scotia, His Excellency remarked:—"Circumstances prevented the legislature from revising the Common School Act during the last session. I confidently anticipate that in maturing the measures relating thereto, which I shall direct to be laid before you, I shall have your unlimited co-operation."

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

In the Oxford Convocation held on the 27th ult., it was agreed to grant out of the University chest the sum of £500 as a contribution to the great educational institution proposed to be founded in memory of Field Marshal his Grace the Duke of Wellington, K. G., the late Chancellor of that University, —of the £100,000 required to establish the Wellington College, £70,000 has been subscribed.—The *Meniteur* publishes a decree of the Emperor, giving the title of Imperial to the Hotel des Invalides, the Polytechnic School, the Special Military School, the Military Prytanee, School of Cavalry, School of Application of the Staff, School of Application of Artillery and Engineers, and the Military Schools of Medicine and Pharmacy.—The Rev. Dr. Hawtry succeeds Dr. F. Hodgson, as Provost of Eton College. The appointment is worth £2000 per annum.—A circular has been issued by the Privy Council Committee on Education in England, to promote the introduction of drawing into schools as one of the ordinary branches of instruction.—A new Educational Institution has recently been established in London for preparing pupils for those professions and offices specially requiring mathematical and statistical training.—Mr. Gladstone has been re-elected M. P. for Oxford University after twelve days polling. At a recent banquet given to him at Baliol College University, made a speech of which after rapidly glancing at its history of English University in connection with its general progress and state of national intelligence and education, he intimated that reform was in reality intended in regard to the Universities.—£500 in three per cents. has been offered to Cambridge University to promote the study of the Greek Testament.—From the recent address of the Ladies of America to the Ladies of England, we take the following passages giving an American view of the state of popular education in England:—

"Sisters, your land is filled with slaves—slaves to ignorance, slaves to penury, and slaves to vice. The terrible truth has been told to you by one of your most learned and respected authors, Joseph Kay, Trinity College, Cambridge, at the close of his great work on national education, which is or ought to be familiar to you all, that in England, "where the aristocracy is

richer and more powerful than that of any other country in the world, the poor are more oppressed, more pauperized, more numerous in comparison to other classes, more irreligious, and very much more educated than the poor of any other European nation, solely excepting uncivilized Russia and Turkey, enslaved Italy, misgoverned Portugal, and revolutionized Spain." The first and greatest of all popular needs in every free Christian country is the need of instruction; and yet your country has no system of public education that is worthy of the name. The entire amount of your annual Parliamentary appropriation for the education of your people is less by thousands of pounds than the annual public expenditures made for this purpose by the city of New York alone. One person out of every eight in your population is a pauper, and the average poor rates in England for the last ten years have been £6,000,000; and yet to provide public education, and thus in a great measure remedy the very neglect which has cursed you with this grievous and yearly increasing burden, your national Legislature has expended in six years only £600,000. One-third of the population of the State of New York according to our census tables just published, are regularly receiving education in our public schools, according to your Parliamentary returns, only one-eleventh of your population are enjoying a similar advantage. Sisters, is that a Christian state of society which, for some millions of your people, render the development and cultivation of all those faculties which distinguish man from the brute little better than a physical impossibility."

EDUCATION IN ENGLAND AND SCOTLAND.—From a recent speech of Lord John Russell, we gather the following information regarding the intentions of the imperial government in respect to education:—"The next subject upon which I propose to make certain propositions to the House, is the important subject of education. (Hear, hear.) I am not prepared to say that I am about to introduce, on the part of Her Majesty's Government, a very large plan on that subject; but I am about to make a proposal which will tend to great improvements, and promote the cause of education throughout the country. (Hear, hear.) Education is now a subject which presses itself more and more upon the minds of all who consider the future destiny of this country, and which, in every respect, whatever opinion we may entertain, or whatever plan we may think best, is a subject that must be considered of the very highest importance. (Great cheering.) After we shall have stated what are the views which Her Majesty's Government entertain on the subject of an educational measure for the poorer classes, either then, or shortly afterwards, we propose to state what is the course which Her Majesty's Government intend to pursue, and what is the proposition which they think should be made, with respect to the Universities of Oxford and Cambridge, and the commissions of enquiry into the state, discipline, studies, and revenues of those universities. Another subject which has engaged the attention of government is the state of education in Scotland. I am enabled to state, after conferring with the Lord Advocate of Scotland, that my learned friend will bring in a measure in the course of the present session upon that subject."

UNIVERSITY IN SYDNEY, NEW SOUTH WALES.—On the 10th of October last, the University of Sydney was publicly opened and organized. All the civil and military officers of the country in and about Sydney, including the Governor General, were present. The occasion was one of great interest and satisfaction, significant of the state of public feeling in that country in favour of University education. 23 students were matriculated. The University has been founded on a most liberal basis.

UNITED STATES.

MONTHLY SUMMARY.

The Regents of the University of the State of New York, report that 78 academies have instructed 1,511 students, and have become entitled according to law, to the aggregate sum of \$14,370.—The *National Magazine* says the free schools of New York City cost, annually, the sum of \$569,000, which is an average of about eight dollars a year to each pupil in attendance.—Free Schools, in New York State, the first year, added 60,000 scholars to the number taught previously.—In Albany, N. Y., a young lady has started a "ragged school" in which she now has forty or fifty children, picked up in the streets.—The Trustees of Geneva College recently met, and unanimously accepted the noble and liberal offer of Trinity Church, New York, to grant the College an annuity of \$3,000 in perpetuity, on condition of making the College a free College, with no charges for tuition or room-rent, and changing its name, with the sanction of the Legislature, to that of the "Hobart Free College at Geneva;" thus riveting upon Trinity Church the honour of establishing the first FREE CHRISTIAN PROTESTANT COLLEGE in the United States.

REMOVAL OF COLUMBIA COLLEGE—HISTORICAL MEMORANDUM.—It has been understood for some time past that several of the trustees of Columbia College were disposed to favor the sale of the ground and buildings in Park place, Murray street, &c., and the purchase of other property on the upper part of Lexington avenue, whereon to erect a larger and more splendid college edifice than that at present occupied. The project has, however, been stoutly opposed, and there seems little probability of its being effectual, but a morning contemporary intimates that "a majority is obtained at last for the removal; and that we may expect in a short time to see the Columbia College grounds all built over." There can be no doubt that the college will be peculiarly benefited by the transaction, if effected. The grounds now occupied are extremely valuable, and may probably be sold for a much larger sum than will suffice to purchase a tract of equal extent above Twenty-third street, and construct thereon a building that will be more suitable to the wants of the students and faculty, and a more magnificent architectural ornament to the city. But the demolition of the old edifice cannot be contemplated without regret. Columbia College was chartered during the colonial government in 1754, under the name of King's College (changed to Columbia in 1784), and with the exception of Harvard, Yale and Princeton, is the oldest seat of learning in the United States. The present college edifice was erected in 1756, on ground given for that purpose by the Trinity church corporation.—*N. Y. Commercial Advertiser.*

Literary and Scientific Intelligence.

MONTHLY SUMMARY.

A petition has been presented to the House of Assembly by J. H. Lefroy, F.R.S., President of the Canadian Institute, representing that the scientific observations at the Observatory at Toronto are in danger of being discontinued, by reason of the contemplated withdrawal of the Royal Artillery at present stationed there, and praying that the said Observatory may be continued by Provincial authority, by placing it in connection with the Provincial University, or otherwise. This petition was ordered to be printed, and Mr. Morin said it should receive the attention of the Government.—A correspondent of the London (U. C.) *Prototype*, writing from Connecticut thus speaks of Mrs. Sigourney:—"Hartford, as you are perhaps aware, is the residence of our distinguished poetess Mrs. Sigourney, sometimes styled the American Merudus. Somewhat past the meridian of life, her mind is still active and brilliant. She is at present occupied in the production of a new work. This lady is in figure, about the medium height, and might be described as the same with regard to "en bon point." Her face beams with intelligence, and that peculiar warmth of heart and delicacy of sentiment which so pervades her works. In the course of her conversation she spoke of many of her English friends with much kindness—having been myself abroad at the period of her visit to Europe, I well remember how very kindly she was received by many of the leading literati of England. Mrs. Sigourney inquired after various matters in Canada, and expressed her intention to visit your Province at no very remote period. Her residence does not partake of that striking characteristic in which, I am honest to confess, my countrymen are likely to indulge, viz., show; but everything within doors breathed that spirit of refined taste and elevated association, inseparable from genius of so high a character. Here was to be seen none of the glittering display which characterises but too many residences of the would-be-great, on both sides of the Atlantic.—His Prussian Majesty has been pleased to confer the Order *pour le m rite* for Arts and Sciences on the Right Hon. Thomas Babington Macaulay and Col. Rawlinson.—The Bishop of Manchester presided over a meeting held in the Manchester Town Council-room, when it was resolved that a monument should be erected to the memory of the late Dr. Dalton, the well-known chemist; and that, as a subsidiary memorial, Dalton scholarships of chemistry and mathematics should be founded in Owen's College.—Lord Denman has dedicated to Mrs. Stowe, author of "Uncle Tom's Cabin," a collection of occasional papers, bearing upon the question of slavery, which he contributed to the *Standard*.—The latest Uncle Tom-ism we notice, is a specimen of paper-hangings exhibited in Liverpool. The pattern represents in compartments most striking scenes from Mrs. Stowe's work. Eliza dresses in the latest Parisian fashion, and the male slaves are portrayed in the costume usually worn by Don Man's luckless man Leporello.—The *National Intelligencer* announces that George Peabody, of London, has donated \$10,000 to the Grinnel expedition to the Arctic regions.—Stephenson, the celebrated engineer of the Menai Bridge, is said to be on his way to Canada, to build the Bridge across the St. Lawrence at Montreal.

TO SCHOOL TEACHERS AND OTHERS.

ALL COMMON SCHOOL TEACHERS within the bounds of the United Counties of Middlesex and Elgin, holding certificates from the County Board of Public Instruction either for a limited time, or during the pleasure of the Board, are hereby required to present themselves for re-examination at the Quarterly meeting of the Board, to be held in April next.

In order to meet the convenience of Teachers residing in different parts of the United Counties, the Board will meet at the following places and dates, at 10 o'clock, A. M. At Mr. Livingston's Academy, Carradoc, on Thursday, April 7th, 1853. At the School House, Vienna, on Thursday, April 14th, 1853.

At the Union School, London, on Thursday, April 21st, 1853.

That no time may be lost on the days of examination, Teachers are requested to forward their testimonials of moral character to their respective Superintendents by the 12th of March, and also to notify them of the place where they intend to present themselves for examination.

Superintendents receiving such testimonials are requested, after subjecting them to any necessary scrutiny, to forward them (if satisfactory) to the Secretary of the Board, intimating to him where the parties named in them intend appearing for examination.

The certificates formerly by the Board are to be delivered up at the examination of which notice is now given.

All certificates heretofore granted for a limited time, or during the pleasure of the Board, are hereby declared to be null and void after the 21st day of April next.

Local Superintendents and other members of the Board, are particularly requested to make a point of attending such of the above examinations as may be most contiguous to their respective places of abode.

By order of the Board of Public Instruction for the United Counties of Middlesex, Elgin and London. W. M. F. CLARKE, Secretary. Feb. 12th, 1853.

WANTED, a SCHOOL TEACHER for School Section No. 2, Township of SEYMOUR, to commence 1st April. Salary, £50 per annum. Apply, post paid, to GEORGE SHILLINGLAW, Trustee, Seymour East. Feb. 13, 1853.

WRITING MATERIALS FOR SALE,

AT THE DEPOSITORY in connection with the Education Office, Toronto —TERMS, CASH:—

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MULHAUSER'S MANUAL OF WRITING, with 40 model Plates.	0	2	6
WRITING MODELS, First or Elementary set, 40 Plates, mounted on card board	0	2	6
Ditto Second set; Medium, or half text hand, and the Ciphers.	0	1	0
Ditto Third set; fine, or small hand, and for Punctuation, Proverbs, and Moral Sentences.	0	1	0
Ditto Fourth set; fine, or small hand, and the Ciphers. List of the Sovereigns of England since the Conquest	0	1	0
WRITING BOOKS, ruled for Mulhauser's System, Nos. I. II. and III. No. I., ruled with diagonal lines throughout; No. II., the same ruling, alternated with leaves of cross lines only; No. III., ruled for half text. 2s. 6d. per dozen; each.	0	0	3
SLATES ruled for the Method	0	0	10
NATIONAL COPY LINES, per set of six assorted sheets.	0	1	10
MEMORIAL SCRIPTURE COPIES. By Archdeacon Burrow. Engraved in a neat round hand, and mounted on millboard, the set	0	1	9
The six cards present a series of names and words relating to the most remarkable persons, places, and events of Sacred History; as well as to the divisions of the Bible, and some of the doctrines of Christianity. These "Memorial" words are, with few exceptions, arranged according to the order of the Old and New Testaments, and will thus impress the succession of the Books and of their contents on the memory; but the main object proposed is, that they should afford distinct subjects for thought to the pupil, and for examination to the master.			
QUESTIONS ON THE MEMORIAL COPIES. 12mo. Price, bound.	0	1	9
The "Questions" on the Copies have been framed with a view to enable the Master or Mistress of a School, or the Teacher, to find out whether the children understand what they write, and whether they are making any progress in the knowledge of their Bible.			
FULTON & EASTMAN'S PRINCIPLES OF PENMANSHIP, illustrated, and expeditiously taught by the use of a set of School Writing Books, appropriately ruled, and a Key:			
I.—Fulton's Chirographic Charts. In two numbers. 3 feet 6 inches wide, by 4 feet 4 inches long, each, per pair, mounted on canvas and rollers, and varnished	0	17	6
CHART No. 1.—Embraces Primary Exercises, and Elementary Principles in Writing, with illustrations of the correct and incorrect positions of the Scholar, &c. &c.			

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II.—Key to Fulton & Eastman's Chirographic Charts. Containing directions for the Position at the Desk, and manner of holding the Pen. Also, for the exact forms and proportions of letters, with rules for their execution. 16mo. pp. 62, with a Steel Plate of the Charts in Miniature.	0	1	3
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All communications to be addressed to Mr. J. GEORGE HODGINS.

Education Office, Toronto.