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## RECENT EDUCATIONAL SPEECHES IN ENGLAND.

### 1. LORD JOHN RUSSELL.

#### EDUCATION, WHAT IT IS—ITS DESIRABLENESS, AND PROSPECTS IN ENGLAND.

The annual sittings of the National Association for the Promotion of Social Science, were opened at Liverpool on Monday, 11th October, by an address from the President, Lord John Russell. His Lordship noticed in order the departments into which the business of the Association is divided:—

1. Jurisprudence and Amendment of the Law. 2. Education. 3. Punishment and Reformation. 4. Public Health. 5. Social Economy. We subjoin the portion of the address relating to Education:—

“I pass to the subject of education. I will not waste your time in examining and refuting the objections which have been made to the general education of the people. It may suffice for me to say that it is education which enables the Scotch laborer's son to compete with the most favoured of his contemporaries, to rise to the highest posts of dignity and power, and to scale the loftiest eminences of science. It is education which enables the United States of America to proceed in their wonderful career, upheld by the most popular institutions, without serious disturbance of law and order. It is education which in England has mainly prevented such tumults as forty years ago broke the peace and alarmed the minds of this country; it is education which has bound the mass of the people to the Throne by the links of an enlightened loyalty. On the subject of education there appears to me to have been a change

somewhat similar to that which took place many years ago on the subject of geology. At that period geologists were divided into Neptunians or Vulcanians, Wernerians or Huttonians, and hot was the dispute regarding the best theory of the formation of the crust of the world. Some wise men said, however, ‘Let us first investigate the facts without troubling ourselves what theory they may confirm or invalidate.’ This has now been done for many years, and assuredly, while controversy has diminished, science has gained by the change. In like manner, popular or national education has been a matter of warm contention among sects and parties till the present year. Sir J. Pakington, who presided in the Department of Education last year, and who deserves the highest credit for his labours on this subject, proposed in the late session of Parliament, with the concurrence of the best friends of the cause, that an address should be presented to the Queen in favour of the appointment of a Royal Commission to inquire into the present state of the education of all classes in England and Wales. The late Government acceded to this proposal, and the present has named commissioners of high reputation and weight in the country, of whom the Duke of Newcastle is the president. From this commission we look for a fair and impartial display of facts, upon the bearing of which Parliament and the nation can decide. Opinion is still in the gristle upon this subject. For my own part, I confess that, anxious as I am for the progress of education, I am quite willing to renounce any desire to establish in this country the system of France, Austria, or Prussia. The freedom of choice in our modes of popular instruction; the noble fountains of literature, sacred and secular, which are open to the youth thirsting for knowledge; the power to range over the writings of Bacon and Shakespeare, and Milton and Addison, seem to me to make our national education, imperfect and incomplete as it is, still far superior to those continental models. I must not omit to mention the great efforts which have been recently made to improve the education of the middle classes. The examinations instituted by the University of Oxford do honour to that venerable body. Nor ought we to pronounce hastily on the result of the first of these examinations. It seems to me apparent that at a time when not only degrees and honours are attached to successful competition, but the very entrance to the civil service and the scientific part of the military service in India is guarded by examiners, it is of the utmost importance to understand rightly

what the nature of the prescribed inquiry is to be. I hope that while all honour is paid to attainments, while quickness and self-possession on the day of trial have their due reward, the qualities of diligence, and fidelity, and steadiness in a clerk, of a ready perception and a prompt judgment in a soldier, will not escape the judging eye of our chief examiners. Even in awarding a degree, much discrimination is required, and a failure in one branch of knowledge may be balanced by excellence in another. Some severity at the commencement of such a system is both to be expected and desired; but I repeat, the system itself must be carefully watched, and the experiment must be often repeated before it can be said that the strength of our new machinery has been fully tested."

## 2. RIGHT HON. C. B. ADDERLEY, M.P.

(Vice-President of the Committee of Council on Education.)

PRINCIPLE UPON WHICH GRANTS ARE MADE IN ENGLAND.—DENOMINATIONAL CHARACTER OF THE ENGLISH AND IRISH SCHOOLS.—COMPULSORY ATTENDANCE.—PRIZES.

MR. ADDERLEY, before distributing the prizes of the North Staffordshire Prize Scheme Association for the Promotion of Education, at Stoke-upon-Trent, delivered an address, in which, he said that "the first inference to be drawn from the largeness of the number of candidates who elected to be examined in the Scriptures was that the general feeling of the people of this country was by no means in favour of a national system of secular education only. (Applause.) This was now taken as a settled fact by Parliament, and was always considered one of the solved problems of education. As an illustration of this he mentioned that a short time since, when the Manchester Secular School applied to him for a portion of the Parliamentary grant for educational purposes the only answer he could possibly give was that it was not within the province of the Committee of Council to make a grant to a merely secular school. (Hear, hear.) If there was one thing which more than another had upon all occasions been definitely laid down by Parliament, it was this—that the principle to be adopted in the distribution of the educational grant was that of rendering assistance to the voluntary efforts of all recognized religious denominations. (Applause.) The second inference which Mr. Inspector Norris made in his annual report was drawn from the fact that 200 children of all denominations, with the consent of their parents, submitted to be examined by him in the Scriptures, and from this he inferred that the religious difficulty was not a real obstacle to the establishment of a comprehensive scheme of national education. He (Mr. Adderley) was afraid the inference would not stand the test of experience, although experience, might bear it out in part. He believed that the religious difficulty need be no obstacle if the parents were sensible and if the managers of schools and the examiners were trustworthy. But religious jealousies did exist, and there was nothing else which prevented the formation of a great national scheme of education. It was these religious jealousies which had rendered the *Irish National Education scheme as purely denominational as the National Schools of England*, and which had prevented the adoption in this country of a plan far more economical and efficient than that which at present existed. There were, however, signs of these jealousies vanishing; for Mr. Norris reported that several of the promoters of British schools had expressed their complete willingness that he should examine the children taught in them, and he (Mr. Adderley) hoped that this feeling would extend, for it would be of the greatest possible benefit to the country. Referring to an earlier report of Mr. Norris, with regard to children being taken from school at too early an age, Mr. Adderley said he did not at all wish to compel parents to keep their children at school. It was sometimes contended that the Legislature ought to use such compulsion, but he thought such a course ought to be guarded against; and he did not believe it would ever succeed in England. (Applause.) It would be inefficient, and would be sure to be evaded. He believed that the best scheme for keeping children at school for a proper length of time was the prize scheme. He was not for keeping the children of laborers from the labour which was their real school for life, and a very efficient school too; but, at the same time, he thought a prize scheme was doing, and was likely to continue to do, a good work, by preventing reckless parents and employers from prematurely benefiting by the strength of those who ought to be at school. The existence of an educational commission at this moment must be of very great interest to every friend of progress. The commissioners had commenced their investigations with great spirit; and they intended for their guidance to take sample districts from various parts of the country. What their object was, or rather what the object of Parliament was through them, was to arrive at some safe conclusion regarding the present state of education generally. They knew the state of inspected schools, but they also wished to know the state of those which were not inspected. They wished also to know the state of remote places which had no schools at all; and he could assure the meeting that

the gentlemen who composed the commission were very able men, and had set about their work with great earnestness and vigour. They would, among other things, consider the prize scheme with the view of ascertaining how far it could be made available for a national system of education. That was all he should say with regard to their work, but he would add that when they made their report he did not believe they would propose any radical change in the existing system. This association and other associations might, therefore, proceed without waiting for the report of the commissioners, for he believed that the prize scheme exactly embodied the best principles of the existing system. The very interesting extracts which Mr. Norris had read from the competition papers must convince them that the association was doing a great and good work, and that it deserved the warm support of all the friends of education." (Loud applause.)

## 3. RIGHT HON. W. COWPER, M.P.

(Late Vice-President of the Committee of Council on Education.)

BIRD'S EYE VIEW OF EDUCATION IN ENGLAND, AND OTHER COUNTRIES—SUGGESTIONS AND REMEDIES.

MR. COWPER, after some observations introducing the business of the Educational department, over which he presided, proceeded to say: "Interesting and important as are the observations and study of the material world, no one will deny that the study of the mind of man, and of the means of developing its power by education, is a still more important and noble pursuit, and that success in ascertaining the fixed principles of this science would confer an inestimable boon on mankind. One first and greatest want is a collection and generalization of facts, sufficient to form a basis for our deductions and conclusions. Our information respecting particular methods of education seldom embraces their ultimate results; whereas we require to know their effects, not merely within the sphere of the school-room, but also for that after life for which they assume to be a preparation. Some managers, it is true, have taken pains to trace the career of young people who have left their schools; and statistics are occasionally collected, such as those which the Admiralty can furnish with respect to the boys who enter the navy from the Greenwich Hospital schools. These boys are traced through the ships in which they serve, and have been found amply to justify, by their acquirements and superior conduct, the trouble and expense incurred in their education. But such information is rare and exceptional; and even the records of the previous education of prisoners are not available for very safe or general conclusions. The scientific treatment of education would be aided by more precise appreciation of the value and proper admixture of the various methods of teaching. The methods of individual, of simultaneous, and of mutual instruction, and the pupil-teacher system, have successively come into use, and it would be important to determine the occasions to which they are severally adapted. Among other matters on which more settled conclusions must be reached before education can assume the regular proportions of a science, are the degree in which emulation should be encouraged, the right uses of rewards and punishments, the efficacy of prizes, and the respective advantages of oral and written examinations. Since the last meeting of this association, when Sir J. Pakington filled the post to which I have unworthily succeeded, that zealous promoter of education has taken a step towards supplying this deficiency; and the Royal Commission will, doubtless, furnish us with facts on which we can rely, and facilitate the understanding of our educational position. That position is far from satisfactory. The education of our upper classes is said to be the best in Europe, and its boast is, that it has a large share in producing that character of the educated English gentleman of which we are so proud; and no doubt it is an excellent training of the mental faculties. But try it by this test:—How much of what has been learned at schools and Universities is found practically useful in after life, and what proportion of men voluntarily continue, when they are free, the studies they submitted to as scholars, or pursue the cultivation of their minds? And it must be admitted that, though comparatively good, this education is absolutely defective. The education given in the middle class and commercial schools is, generally speaking, as faulty, in comparison with all other education, as it is bad in itself. It has great pretension and show, without substance or solidity. There is no superintendence whatever; there is no test of the capacity of the master, and no test of the success of his teaching. The parents are left to judge after their own uninstructed notions of the excellence of the school, and generally pay the most attention to what is really of the least importance. They are apt to have the highest respect for those schools in which the finest copperplate hand is acquired, with oval flourishes and pen and ink devices, and in which the boys are pushed on into algebra and trigonometry before they have mastered ordinary arithmetic. Accordingly, when a selection of about 1,200 of the best pupils were placed under the Oxford Examinations, half failed to

pass the preliminary examination in English and arithmetic. Many of these were proficient in Latin and Greek, and mathematics, but they had no accurate knowledge of their mother-tongue, and had not even mastered the art of spelling. In the lower-class schools the irregularity and shortness of attendance hinder the results which would otherwise be obtained from such admirable teaching. The children of the labouring classes see very little of school after the age of ten. Their habits are so migratory, that only 34 per cent. are found in the same school for more than two years; and of 2,262,000 children between the ages of three and fifteen who are not at school, 1,800,000 are absent without necessity or any justification. Some learn nothing, and more forget entirely all they have learned. The early impressions fade away, leaving little traces upon their minds for want of renewal. Coming to the remedy for this state of things, the right hon. gentleman said that the first impulse was to turn to the seat of authority. In France children remained at school until thirteen or fourteen; yet 850,000 grew up without education. From the Baltic to the Adriatic the schooling received was six or eight years; and yet the lower classes were not very differently circumstanced from our own. England was the only civilized country without a national system of education; but we had no conscription, passports, or Ministers of Police. Parents here were assisted by the State, the Church, and individuals. On the Continent the State only had schools; here individuals and the Church. In Germany education became a necessity consequent upon the Reformation, and Luther's argument was that the State should train moral as well as fighting soldiers. Russian schools were national establishments, provided out of local rates, and parents of absentees between six and fourteen were fined and imprisoned. After reviewing the state of feeling on this question in the country, he observed, that the best education was that which trained the faculties in the way they were to be used; and special care should be taken to direct the perceptive and reasoning faculties of the young towards objects which might have increased interest for the young. Political economy, though it sounded difficult, was really an interesting subject for lessons; and what was learned about the conditions of remunerative labour, and prices, and the value of commodities, would be remembered and reflected upon. The right hon. gentlemen then proceeded—The chief cause of the absence of children from schools is the early commencement of labour, but if the education of children cannot be continued longer, it may be commenced earlier, by the improvement of infant schools; and though I feel there is in theory a forcible objection to those schools, on account of the removal of the infant from the mother's care, yet in practice mothers who are busy with household cares are utterly unable to give their infants the training they require, or to prepare them for the regular school; and I am sure that infant schools are a necessity of our present position. We require not only primary schools for all, where the elements of useful knowledge may be acquired, but also a good system of what may be termed secondary education; and it is to this secondary and adult education that attention should now chiefly be directed. A successful night-school is not easy to conduct, but there are now 54,000 persons attending evening schools in connection with the National Society alone. This I believe to be the field in which the largest harvest can be gathered, and happily the laborers are not few. Occasional lectures have their use, but what is necessary is systematic and continuous teaching. The Hants and Wilts societies have set a good example, and have shown how an interest in self improvement may be diffused in country towns. Mechanics' Institutes, as first organized, did not become places of education. Casual lectures and desultory reading are excellent recreation, and their discussions agreeably stimulate the mind; but the addition of evening classes is requisite for any sound and useful education. This county furnishes the best instances of the required organization, and the proceedings of the East Lancashire Union of Mechanics' Institutions, under the able and zealous presidency of Sir J. Kay Shuttleworth, should be studied by all who are interested in this branch of the subject. The examinations of the Society of Arts have been attended this year by upwards of 1,000 candidates, and a fact was brought out in them well worth notice. The candidates who had been a short time in school were more successful than those whose period of schooling had been longer. One portion of those who obtained first class certificates were found to have attended primary schools for periods averaging three years and a half, and the remaining portion for seven years and a half. Those who had the least schooling beat the others in the ratio of more than 2 to 1; and this may be taken as an indication that their proficiency was attributable to their secondary and not to their primary education. Sixty schools of art are imparting a knowledge of form and colour, and are giving a new interest and a fresh power to those who are engaged in ornamental industry and are raising the standard of national taste. The middle class schools have sprung into a new arena. They have done wisely to turn to the ancient universities, which are proving, though ancient, they are not antiquated, and though refined, not too fastidious

to lend a guiding hand to the business classes. I trust they will spare more time for instruction in the English language. It is curious how slow all our schools have been in attending to that which ought to be the characteristic of all educated men—correct grammar and orthography, and a clear and simple style. Why should not such authors as Milton, Shakespeare, and Jeremy Taylor be studied with as much care as the great writers of ancient times? When I was a boy I passed through Eton without my attention being called in the slightest degree to a line in any English book; but now I am happy to see that Professorships of English are being established in many educational institutions, and I know that at King's College in London, the Professor of English Literature has been struck by the remarkable powers of writing that have been developed among his pupils by the study of composition and style. My time will not suffice to touch upon the higher education, and indeed I doubt whether that branch of the subject could be usefully dealt with by this Association. I have endeavoured to take a rapid survey of the more critical points of our educational positions, and to point to our progress in reclaiming our land from that tide of ignorance and demoralization which still overflows the lower levels. I see much to encourage us in the pursuit of our object. We are led by many of the greatest minds, by many of the purest hearts. Duty can point to no higher path, to no nobler task. We teach the knowledge how to live and how to die. Our object is to enlarge the mind, to mature the judgment, to promote reasoning and forethought, to enforce self-control, to discipline the will, and to raise men from crawling upon the earth to the joyous perception of the atmosphere of moral and material beauty around them. We wish to bring all to the enjoyment of the vast inheritance of thought and feeling which has been handed down in books for all mankind, and to counteract the allurements of sensual and degrading pleasures by the superior attractions of imagination and knowledge. The impediment of which we hear most is the religious difficulty, which certainly does interfere with such a State system as would involve the establishment out of local rates of comprehensive schools for all. This difficulty has not yet been solved. I believe that the knot cannot be untied, but that it must be cut—cut by the sword of secularism. But religious teaching is no difficulty in the existing system. Various denominations meet in a voluntary or an endowed school, on terms which would not be submitted to in a ratepayers' school. Religious teaching forms the strength of the present plan. It supplies the mainspring, and it defines the circumference. It extends the organization and force of the church and the congregation to education, and adds a congregational to its individual and national aspect. In a national point of view improved education is absolutely necessary. There is no security for our country, for its institutions, its prosperity, its greatness, or its safety, except in the good sense of the people. This quality of good sense is happily not wanting, but, like other gifts from on high, it requires to be cultivated. And, as we are the freest people under the sun—the freest in thought, word and deed—and as we have the reputation of being a practical and a persevering people, we are bound, I conceive, not to rest satisfied until we are also the best educated nation of Europe.”

#### 4. RIGHT HON. W. E. GLADSTONE, M.P.

##### COMPETITION AND PRIZES IN SCHOOLS.—THE TRUE AIM AND INFLUENCE OF UNIVERSITIES.

At the Liverpool meeting (in St. George's Hall, Oct. 17th,) for awarding prizes to the successful candidates in the recent Middle-Class Oxford Examination, Mr. GLADSTONE spoke as follows:—“I trust that we feel that the gift which has been offered to us in this matter is a real gift—that these examinations are to be a real and substantial good. There are some, perhaps, who are sceptical upon that subject. There are some who will tell us—and tell us truly—that a perfectly disinterested love of learning, a love of learning which needs no spur or incentive from without, but which is led forward by the intrinsic charms and graces of the subject, that is the love of learning which is most truly valuable. This may be so in the abstract; and there have been cases in which poverty itself has proved no insurmountable obstacle to that thirst for instruction which, in earlier times of less material development, led men from the very ends of the earth to the sources where knowledge was to be acquired. But we are to consider the wants and the exigencies, the dangers and temptations, of the particular age in which we live; and I appeal to you whether it is not true, that, in a time of great commercial enterprise and of rapid commercial development, there is such an increase of the danger that all the higher aspirations of our nature will be overborne that it becomes us, as wise men—as practical men—to seek the aid of every instrumentality which may assist us in keeping alive that culture of the human mind and of the human intellect which has done so much for this country and for Christendom; which so greatly contributes to the adornment and enjoyment of life, and without which no great society can discharge its highest

and most sacred duties. The system of examinations which has been organised is no novelty. Those who come from the Universities have had long experience upon that subject: and if you are told that the effect of competition is to introduce an ungenerous rivalry into the minds of youth, if you are told that the stimulus given to schools will lead to the neglect of the mass of the pupils, in order that there may be more time and greater opportunity in the higher cultivation of a favoured few—if you are told, as you are sometimes honestly, but erroneously told, that the effect of competition is to give an undue preponderance to the intellectual, as compared with the moral elements of character—rely upon it that those who speak from an experience which has extended now over centuries, will tell you that you may safely dismiss from your minds at once all such apprehensions. *I say frankly and fearlessly that there is nothing more generous than sentiments which are inspired into the breast of youths by rivalry, such as that to which I am now referring.* It is in itself essentially incompatible with selfish ideas and objects. Learning is not a limited quantity in such sense that he who obtains it causes his neighbor to lose it. On the contrary, every one who obtains it becomes a standard-bearer for others; and the treasure to which he invites them is a treasure which is acceptable to all mankind. And as to schools, depend upon it that is an idle apprehension, and that the schools which pay the greatest attention to their best boys will, as a general rule, pay the greatest attention to all their boys. As to the apprehended preponderance of the intellectual over moral qualities, I will venture to say to those who make such an objection, that they are under an error as serious as can well be conceived; for if there is one more fact more generally and conclusively established than another, by examinations of the teachers of youth, it is this, that diligence, and the self-denial which diligence involves, are in themselves a test of moral qualities, no less than the promise of intellectual distinction. I see with pleasure the resumption by the ancient Universities of the country of their true relation to all classes of the community, as institutions which have been the pride and glory of Christendom, and which ought to dispense their benefits to all ranks of our fellow-citizens. This was the true aim of the Universities upon their first foundation. They never were intended to be the monopoly of the rich. They were intended to work the deep mines of capacity and of character which exist throughout the whole of every great civilized community; they were intended to draw forth from the hidden corners and recesses, wherever they existed, the materials of genius and excellence for the glory of God and the advantage of the country; and that aim they fulfilled. Go back to the periods when the great movements of the human mind commenced, and see where it was that those processes were elaborated, and whence it was that 400, 500, 600, 700 years ago, light flowed in England. It was from the Universities; and as one great poet, Milton, has called Athens the "Eye of Greece," so well and truly may it be said, in reference to their early history, that the Universities of Oxford and Cambridge were the eyes of England. I do not say that at present that function is fully discharged. On the contrary, we see that for several centuries those universities have performed duties most important indeed and most useful, but comparatively limited. In the main, their utility has been chiefly confined to the rich. They have educated the clergy, and in so doing have performed a great service to the country. They have educated the greater number—almost the whole, indeed—of the sons of our high nobility. They have educated the principal part of the sages of the law; but that is not the whole of their duty; we have in England vast classes of men who are not comprised in the category to which I have referred—vast classes of whom the great assembly now before me is a specimen—and I must confess that I have never come in South Lancashire, whether into this town of Liverpool, or into the great and intelligent community of Manchester, without feeling deeply what a blank there was—what a void existed requiring to be filled up—and how the connexion between the Universities and this great community of South Lancashire had so dwindled away that it would make but little difference in the Universities if South Lancashire were swallowed up, or in South Lancashire if Oxford and Cambridge were in ruins. This shows that we have fallen far short of that which our forefathers designed. Am I to be told that because Liverpool is a great commercial community, therefore the higher culture of the human mind is to be banished from its boundary? There cannot be a grosser error. Commerce and learning have been united in many communities, and Florence was among the first of commercial cities at the very time when it gave birth to a greater amount of intellectual force, and did more for the civilization of mankind than any other community at any period of Christian history. Do not, therefore, let us submit to the degrading belief that if commerce is to flourish and grow in Liverpool, Liverpool must of necessity lie behind in reference to those pursuits which do so much to refine and elevate the human mind, and which form the principal subjects of our consideration to-day. And permit me to say, that if I have spoken strongly on the

subject of competitive examinations, and being sanguine in my expectations of beneficial results from them, I am free to admit that I have perhaps something in the nature of local sentiment, withal respect, because I feel assured that in any system of competition that may be established—and provided that it be a fair and open system—South Lancashire and Liverpool will hold their own. My Lord, in urging on this meeting that they should hail the occasion which has called us together to-day and should consider the present proceedings as only the very beginning of what is henceforth to be accomplished; I do so because I feel that those proceedings promise the renewal and the re-establishment of that relation between the old Universities of the country, and the great commercial and manufacturing communities of the country, which is not, indeed, altogether in abeyance, but which has been feeble, which has been languishing, and which requires to be reinvigorated and restored. The Universities cannot afford to dispense with the aid and moral influence which they would derive from striking their roots deeper among you. They are at present engaged almost entirely, although not exclusively, in providing education for the rich—for a class which will, if the Universities do not provide for them, contrive, in virtue of their riches, to provide it for themselves. We desire to see them providing education for those who are not able to provide it, at least in its highest form, from their own resources. I am sanguine enough to believe that these local examinations will not end with local examinations, but that those who are brought into contact with the culture of the University, through the medium of local examinations, will in great and increasing numbers desire to partake of the benefits of residence in the Universities themselves. On the other hand, I entertain a sanguine hope that the Universities, finding the disposition existing, will not be wanting either in skill or promptitude in adapting their arrangements to the existing wants of the community; that they will so frame them as to enable the youth of Liverpool, and of other places similarly circumstanced, to resort to them for the benefit of the training which they give, without making a sacrifice of those years which it is impossible for them to devote to the pursuit of learning without a departure from the absolute and necessary purposes of a commercial community. All this we have before us in hope, and in prospect it forms a pleasing picture; and depend upon it that if we only in detail—each in his own private circle, in his family and society—endeavour to give it effect, there is nothing contained in it which reasonable men may not hope to see speedily achieved for the benefit of the country. The work, allow me to say, is one which, if successfully carried on, will not be the least important of the performances of the remarkable age in which we live, and will contribute, in modes and degrees—far more than any among us can distinctly reckon—both to increase female happiness and virtue, likewise to the maintenance of England, and the discharge of the duties of England, as one of the very foremost among those nations which lead the cause of civilization in the world."

##### 5. MR. SOTHERON ESCOURT, M.P.

(President of the Poor Law Board.)

###### THE EVIL CONSEQUENCES OF ABSENCES FROM SCHOOL—EVENING SCHOOLS.

Mr. ESCOURT, in his presidential address before the Hants and Wilts Education Society, made the following observations:—"By the cause of education generally, in common parlance, we mean teaching children from the first day they enter an infant school until the age at which they go to work—that has during the last fifty years been popularly called the cause of education by the people; and there is no doubt whatever about the interest which the people of England take in that part of the question. But, if we come to consider the cause of education in reference to that period of life when the intellect has become more matured—when it has obtained the power of appreciating and understanding the ideas suggested to it—then we must all admit that in this country the cause of education has been much neglected. What has been the course which we have been pursuing? We have had large sums of money distributed by private enterprise, and by the State at large, for the promotion of education. Many gentlemen have devoted their time, their energies, and their substance, to the establishment of schools all over the country. We find that the question has been made the subject of party discussion and party competition—a thing which can never be avoided in this country, and which, upon the whole, is, perhaps, rather a good than an evil. I say, although we have the State and individuals competing with each other, and striving to do all they can for the establishment of schools, and although we are expending an amount of nearly £1,000,000 out of the public funds of the country for the same purpose, yet we cannot blink the result that,—as respects the great masses of the country exactly at that moment when ideas begin to take the place of mere sound, when memory, which is one of the earliest faculties of the mind, begins to carry away something like the substance instead of sound,—we find the

whole body of our schools withdrawn from our ken by the necessity which is cast upon the parents of sending the children out to work. Now, the question is, what shall that remedy be? And as on former occasions the subject has been discussed by us, the same course will be continued until we arrive, as I hope we shall, at a solid practical result. I am not so presumptuous as to wish to put in my own remedy, but I must be permitted to say what I think we cannot do. I am persuaded that anything like an attempt to catch hold of young men and young women after they leave school, and by holding out either a pecuniary reward or in any other manner attempting to persuade them to take a deeper interest in the subject of education than their own minds naturally induce them to take, will end in failure. I know that it is a most tempting thing for any clergyman or country squire, who has taken the trouble to establish a school in his parish or his estate, to offer an artificial stimulus of that kind, for the purpose of inducing them to attend the school and give more attention to their mental culture. But anything of that kind has a tendency to draw them away from their natural employment, and can only be carried out in very exceptional cases. What we ought to do is to devise some means of attracting and keeping a hold on the young after leaving school, without interfering with their ordinary operations, or interfering in any way between the employers and the employed. It is rather too much to expect that an employer will consent to keep a boy at school at the time when he ought to be at work; and indeed, even in that case, I doubt very much whether such a plan would be successful. I can give you an instance in which it was not. Some years ago I was very desirous of doing something of the kind in my own parish, and I engaged two boys to do a certain amount of work; but I made an engagement with them that I would not pay them unless the boy who was not employed in labour attended the school. I, however, totally failed, for the boys preferred labour to school, and both of them left my employment as soon as they could find others to give it to them. I attempted to interfere artificially with their natural desire, and I deservedly failed. I think, therefore, we may lay it down as a general principle, that the only enduring mode by which we can hope to effect the object we have in view is to adopt some system which shall produce in the minds of the boys when they are leaving school a desire to continue the improvement of their minds. To speak plainly, I see no other remedy for the evil. Much good may, I think, be done by evening schools; nor do I think that in all instances paid masters will be necessary; for I think it very probable that many young men, of from twenty-five to thirty years of age, competent to fill the situation, would do so for a comparatively small addition to their ordinary earnings, and I know that such is the case in my own district; but after all the main thing is to interest the people themselves, and I take the liberty of mentioning that at the time of the Crimean war and the Indian mutiny the greatest desire was evinced in many of the rural parishes to know what was going on. In my own district I endeavoured to supply the want by establishing a news-room, to which the subscribers paid one penny a-week, but at the end of it many of them came to me and said, "Sir, we cannot go on: we have all been to school and can read, but we cannot read these newspapers; the print is so small, that they are so hard to read." By my advice they chose a reader for them, and by that means were enabled to meet the difficulty and great good was effected. I think it very desirable that some other name than that of schools should be given to the establishments which adults frequent for the purpose of education, because I think oftentimes the very name of schools would deter men from going there, as they would fear the gibes of the younger persons. If once an interest is created among them some way will be found to effect our object, and perhaps no means would be more useful than that of employing readers. I also think the introduction of drawing into such establishments most desirable, for nothing tends to form the mind and give the first elements of instruction to man more than drawing, however roughly it may be done. Let us, however, always remember that we must not interfere with the ordinary active occupations of those men whose business in life will be to earn their own livelihood."

## II. COMPULSORY EDUCATION A NATIONAL NECESSITY IN ENGLAND.\*

Legislation, merely speculative, is now valueless, it must be strictly enforceable—our condition has made compulsory education a national necessity. The real difficulty with which we must grapple lies, not in the magnitude of the untaught masses, but in that all-pervading apathy, that moral paralysis, which no ordinary appliances can now either arouse or remove. A national measure, though equalising the distribution of the educational burden, and diffusing the benefits of

better school-houses, lower fees, and higher teaching, cannot impart the desire to be educated where it never existed, nor restore it where it has perished. The apathy has, in thousands of instances, become hereditary; and none of the national measures hitherto proposed, therefore, for either England or Scotland, would have lessened, by one jot or tittle, our educational difficulties, inasmuch as they left this widely and deeply diffused sunkennes unacknowledged, and without remedy.

Without enactments, either directly or indirectly compulsory, the difficulties remain unmet, and all legislation becomes utterly valueless; for most assuredly the means of education are already within the reach of all who really desire it, both in town and country. Construct the most perfect national measure ever dreamed of in theory, let schools be everywhere planted, let them be open to all, let a higher education be diffused than has ever yet blessed the public schools of any country, and our uneducated children will, by hundreds of thousands, as at present, make the streets their sphere of moral training, heedless alike of the attractions of the National School, and the invitations of Christian philanthropy. To trust in the mere establishment of National Schools as a power to reach these uneducated masses, is to believe in the effectiveness of the hand-passes of quackery, to remove a disease requiring the firmest and most forcible applications of medical skill.

The objections long so strenuously, in many instances so fiercely, urged against compulsory education, are rapidly losing their weight. In the light of well-ascertained facts, and of fuller knowledge of the social condition of the masses, nearly every formidable difficulty has already lost much of its original magnitude. I will proceed to notice such of its aspects as have been more distinctly brought to light in the course of this investigation.

*The objection, that to enforce the attendance of children at school would draw away from the labour market so many as to interfere seriously with our commercial relations, rendering it impossible for us to compete with other nations in certain manufactures, has been almost altogether destroyed by the census return of 1851.*

It was generally supposed, that those who were not at school were detained by employment: but it has been ascertained, that of 2,262,019 not at school, though of the school age, only 599,829 were employed; of these, 381,776 were boys, 218,055 were girls. Thus, more than a million and a-half of the school age, were neither at school nor employed; and the objection that sweepingly comprehends more than two millions and a-quarter, is now shown to affect but little more than a quarter of a million.

A compulsory enactment would thus affect two classes. 1. Those employed and unable to attend. 2. Those unemployed and unwilling to attend school.

Looking at the first class, one naturally asks, *While the labour market has its interest, have not children their indefeasible rights! Have they no claims on the justice and power of the State, if not on its benevolence and mercy? It is a legitimate function of the labour market to traffic in the nerves, sinew, and bone of children—to work them up into a sadly enfeebled manhood or womanhood—and throw them, prematurely woe-worn and wasted, into the poorhouse, the infirmary, or the grave? It is a legitimate function of the labour market to lay its broad foundations, and extend its imposing structure on the most precious elements we find on earth—on finest sympathies, which it crushes and deadens—on strong and hopeful intellects, which it keeps for ever dark, and on consciences which it touches only to blunt or sear?—Does not society pay through its infirmaries, asylums, and poorhouses, at the close of life, for what the labour market gains at its commencement? And who can estimate the loss through life to each neglected child of its one privilege—education; the bitterness of crushed feeling, and the curse of mental deformity and feebleness which might have been prevented?—Has not Britain, in legislating for the slave, and paying for his emancipation, deliberately broken in upon the alleged sacredness of the labour market, and set aside the principle on which men now rest their vague arguments against compulsory education? Why not therefore carry into the midst of her own home circle the blessings of blending justice and mercy, and break from off the wrist of her children the manacles of premature and oppressive toil?—We insist that the body shall not be maimed, distorted, nor deformed, even when silent as to physical processes which are prematurely wearing it out. Why not insist that the higher part—the mind—be not maimed, stunted, nor deformed, though silent as to those general home and social influences which we know to be wasting much of its strength, and robbing it of comeliness?*

*What real difficulties lie in the way of enforcing school attendance on the idle?*

One source of weakness, irritation, and expenditure lies chiefly in the idle masses, and but very subordinately in the employed. The unemployed who are not at school are about 84 per cent. of the whole, the remaining 16 per cent. being at work. Why not by some compulsory measures save society from these simmering and seething

\* From "The State of our Educational Enterprises in Britain." By the Rev. W. Fraser, of Scotland. Though not endorsing all the sentiments expressed in this paper, we consider them well worthy of consideration.—Ed.

depravities that must be in constant diffusion through the untaught masses? Why not extend unhesitatingly to the *idle* the principle in Mr. Dunlop's Act which is applied to the *vagrant*.

*On whom does the responsibility rest?*

Three parties stand before us responsible for the education of the young—the parent, the Church, and the State. Not one can throw all responsibility on the other. If one fail in duty, the other two should summon that one to the task. Education is not the exclusive work of any one of the three, but of all associated. The Church and the State have both to do with the two departments—the religious and the secular. The State recognizes the religious and moral, as well as the secular, in its administration of law. Judicial administrations in this country do not, and cannot take place absolutely irrespective of natural and revealed truth, and therefore of religion. The Church recognises and demands the secular in order to social and moral well-being. She inculcates on every man the necessity of providing things honourable for himself and family in the sight of all men, and forbids slothfulness in business. The State and the Church require together enlightened intellect—the one for the just administration of the law—needs the secular in money resources, for mission extension, in enlightened understanding to comprehend the necessities of the world, as well as moral and religious principle to use aright all secular power. The State needs not only the secular, but the moral; not only the knowledge which is power, but the higher wisdom which makes available that “power” for her stability and expansion. When parents, therefore, are, by tens of thousands, neglecting their children, and when the Church is completely baffled in all her endeavours to bring within the range of education the hundreds of thousands now growing up in ignorance, and when the State in her ordinary applications is also baffled, extraordinary remedies must be adopted. The Church and the State—both scripturally recognised powers, and charged in their different spheres with the welfare of the community—must introduce measures of sufficient energy and strength to arouse the uneducated from their apathy. The State has a power which no society nor church possesses, and is bound to use it; for its self-preservation is no longer believed to depend on the stolidity and ignorance of the industrial population, but on the enlightenment and moral principle of all classes. If the prevalence of ignorance be indeed a corrosive element, separating widely the lowest classes from the middle and higher, and facilitating the tumult and riot of revolution, then surely it becomes the State to see that every one be taught his duties as a citizen, and his responsibilities as a moral and an accountable being.

*Apart from this general responsibility, has not each section of society its claims to protection?*

The argument cannot be better stated here than in the language of Dr. Guthrie:—

“From a system of trade which offers up our children in sacrifice to the Moloch of money, and builds fortunes, in many instances, on the ruins of public morality and domestic happiness, from the cupidity of some parents, and the culpable negligence of others, helpless childhood implores protection. We laugh at the Turk who builds hospitals for dogs, but leaves his fellow-creatures to die, uncared and uncared for—and doing so, we forget that dogs and horses enjoy, by Act of Parliament, a protection from cruelty among ourselves, which is denied to those whose bodies and whose souls we leave savage parents to neglect and starve. I lay it down as a principle which cannot be controverted, and which lies, indeed, at the foundations of society, that no man shall be allowed to rear his family a burden, and a nuisance, and a danger to the community. He has no more right to rear wild men and wild women, and let them loose among us, than to rear tigers and wolves, and send them abroad in our streets. What four-footed animal is so dangerous to the community as that animal which unites the uncultivated intellect of a man to the uncontrollable passions of a beast?”—*The City: its Sins and Sorrows*, p. 104.

*What interference can there be with the liberty of the subject in demanding that parents educate their children, so long as they are at liberty to send them to any teacher, and bring them up in whatsoever religious belief they please?*

Intolerance cannot fairly be urged as embodied in such legislation as this. Does compulsory attention to sanitary measures infringe in the least on the liberties of those who have ever a regard for the ordinary laws of health? What additional oppressiveness can there be in compelling those who are satisfied with wallowing in the filth and gloom of ignorance to attend to the ordinary laws of intellectual, social, and moral health and strength: and how can it in the least infringe on any right and privilege which those have who are already doing their duty as parents and citizens?

Compulsory legislation is already working in the Factory Act, in the registration of marriages, births, and deaths, and in the Vagrancy Act, yet no one feels that any civil or religious privilege has been given up. What is needed is that the legislature, which, in its compulsory form, is at present confined to the vagrant and the

young criminal, go a single step further back, and work remedially and preventively in the spheres out of which vagrants and criminals are ever emerging. We appoint registrars to record their birth and death, and fine for neglect; we keep policemen hovering round them during life, to seize them if they transgress laws of which, it may be, they never heard; we salary judges to try them; and have reformatories, jails, hulks, and the gallows ready for each, as his case may require; but have no voice to warn or hand to help him, nor throw we the faintest flicker of life over his difficult and dangerous path. Not until the young life is disgraced with public vagrancy, or smitten with the curse of criminality, do we begin our remedial measures. Would there not be incomparably greater consistency, justice, and mercy, in a compulsory enactment which would carry all into the public school, and bless them with suitable education?

Most assuredly all national measures without a compulsory enactment will be comparatively valueless, because leaving untouched the moral swamps and desolations around us. What though we cultivate to the utmost our higher educational fields, while these wastes ever meet us? Is there not something incongruous, if not indeed imbecile, in our cultivating so sedulously our higher places,—our gardens and vineyards,—and endeavouring to shelter ourselves from the malaria of our Pontine Marshes, by dealing here and there merely with their very borders?—We smile at the imbecility which leaves the marshes of Italy uncultivated, and endures their curse; what better are we, so long as our wastes lie uncultivated? We flee from these physical malaria in times of fever and cholera, and ever suffer fearfully from their moral miasmata. Let there be immediate outlay, draining, up breaking, cultivation, and the sources of present disgrace and feebleness will become the fountain of increasing honour and power.—*The English School and the Teacher*.

### III. NATIONAL EDUCATION IN ENGLAND, ITS PROGRESS AND COST.

Since 1839, as the public is aware, the Parliament has voted a sum, increased year by year, to promote national education. A Committee of the Privy Council, constituted for this purpose, with a permanent staff of officers, administers the fund. Mr. R. R. W. Lingen is the secretary, and he has two assistant secretaries and forty-seven clerks. At present there are fifty-four inspectors. The Vice President of the Privy Council, Mr. Adderley, is the minister responsible for this important department. From the Parliamentary papers of last Session we shall now lay before our readers an account of how this Committee expends the money entrusted to it with a very wide discretion by Parliament.

The total sum voted for education, science, and art for 1857-8, was £996,722; in the present year it is £1,126,607; and of the former sum £559,974 was expended by the Council on elementary education in Great Britain in 1857. To this one limited subject on the present occasion, excluding all expenditure for art and science, and for education in Ireland, all our statements are confined. This sum of £559,974 was chiefly expended on—

Building and repairing schools .....	£ 117,771	Stipends of pupil teachers, &c .....	£ 192,248
Building and repairing training colleges .....	1,801	Capitation grants .....	39,362
Books, maps, &c. ....	5,462	Grants to training colleges .....	57,220
Scientific apparatus .....	2,345	Reformatory and industrial schools .....	19,064
School masters and mistresses .....	64,490	Pensions .....	717
Assistant school teachers ..	5,554	Inspectors .....	34,443
		Education Offices (London) ..	16,731

Of the total applied to these different purposes schools connected with the Church of England received £357,597; with the British and Foreign School Society £50,021. Wesleyan schools received £32,890; Roman Catholic, £25,894; Parochial Union, £5,224; and schools in Scotland, apportioned amongst the different sects, received £70,114. Besides the money granted by Parliament, £185,096 was raised in 1857 by private subscription; and the number of schools built or enlarged, at an expense of £304,760, was 557, providing additional school room for 47,321 children. The number of certificated teachers in charge of schools at the end of the year was 5,166; of assistant teachers, 244; and of pupil teachers, 12,222. In training schools the number of students was 2,272. The number of schools liable to inspection is 7,889; the number actually inspected in 1857 was 5,398, comprising 7,725 school-rooms under separate teachers, and in them 700,872 children were present. The inspectors, who are different for schools of different denominations—some, generally reverend gentlemen, inspecting the schools of the Church of England, and others the Wesleyan schools—travel about in districts, and annually report to the Council what they see. Hitherto their reports have been published in full, but they have become so voluminous and costly that it has been found necessary to curtail them, and henceforth, in consequence of an order issued by the present ministry, only a general summary of the whole is to be laid before Parliament. The

inspectors are much displeased at this, and have united in requesting that their reports may continue to be published, but their request has not been complied with.

The system—enlarged year by year—has been in existence since 1839, and from that time to the end of 1857 the Parliamentary grants amount to £3,092,367. On school buildings the sum expended in this period is £2,593,338 : composed of £772,623 Parliamentary grants, and £1,820,715 private subscriptions. The number of schools built or repaired is 5,113, exclusive of training colleges, providing school accommodation for 576,335 children including infants, making the cost of schoolroom for each child very nearly £4 10s., though much of it was previously in existence, and was only enlarged and repaired. To build and repair training establishments £354,284 has been expended : of which the State has supplied £108,206, and individuals, £245,988. The total amount applied by the State to training establishments, including the expense of lectures, scientific apparatus, &c. is £347,031. After all this expenditure, and all these exertions for nearly twenty years, it is stated by Mr. J. D. Morrell, one of the inspectors of Wesleyan schools, that in March, 1858, only 1,750,000 children were in schools of any description in Great Britain, in which the number of children between the ages of eight and fifteen is reckoned at 4,500,000, leaving more than 2,000,000 absentees. In Prussia, with a population of about 17,000,000, he informs us, the number of children between the ages of seven and fourteen is reckoned at 3,000,000 ; and of these upwards of 2,500,000 are at school. The school education of Prussia, though somewhat formal and pedantic, is excellent ; and the whole cost of the Ministerial department for education, which includes, we believe, the whole expense of education, except the school fees and keeping the schools in repair, is less than £500,000 a year, or considerably less than the sum voted by Parliament for the present year (£663,435) to be expended by the Committee. While the whole field of middle-class education is provided for in Prussia, here it is left, uncontrolled by the State, to boarding schools. Such a contrast of expenditure with the ends obtained ! £500,000 expended annually in Prussia, and the whole people educated ; and twice the sum, including the subscriptions of individuals, employed here to educate only a portion of the people, indicates some great error in our mode of proceeding. Our machinery and cotton cloth are unrivalled for excellence and cheapness. Our national education is unrivalled for imperfection and dearness. Though the subject has engrossed the attention of many clever men within the last quarter of a century, our national system yet needs much investigation and reform. It seems tainted by the national vice of reckless extravagance ; and members of Parliament, before voting more money to be expended almost at random by the Council, should diligently inquire into the good effected by the large sums already voted. We have examined minutes and have read reports ; and we find such an immense mass of trivialities in the reports—such contradictions and controversies amongst the inspectors—such vacillation in the minutes—that we can only conclude that the subject is yet very ill understood. The object aimed at—the education of the people—is clear and unmistakeable. That it is to be accomplished by learned, eloquent, and sometimes contradictory minutes, and a small army of inspectors to carry the voluminous instructions into effect, is not equally clear. The vote for education has gradually risen from £30,000 to £663,000 in the year, and the Chancellor of the Exchequer has predicted that it will mount up to £3,000,000. From what is effected in Prussia by little more than the tenth of the threatened sum, it will be only seemly, before the vote is enlarged even next year, that some impartial committee or commission should be directed to ascertain what good has been done by the enormous expenditure already incurred. The Council and inspectors must not be the only judges in this cause, though even from their documents much evidence can be obtained and the system is more advantageous to the staff than the public. Teaching of late, we admit, has been much improved ; but improvement in agriculture and manufactures, in telegraphs and trade, costs the State nothing ; education costs a great deal, and remains poor in quality and short in quantity. The late examination of scholars, from middle-class schools, which led to the rejection of no less than 700 out of 1100 who were candidates for certificates of merit, shows how much our schools for those classes and, we are afraid for all classes, need reform.—*Ill. L. News.*

#### IV. FAILURE OF DENOMINATIONAL EDUCATION IN ENGLAND.

In Great Britain, where popular education is controlled by the religious denominations, the number of children between eight and fifteen are reckoned at somewhat above four millions, and of these only one million and three-quarters were found to be in schools of any description in March, 1858, leaving more than two million absentees to be accounted for. Of those who attend school, moreover, 42 per cent., it appears, attend in all less than one year ; only fifteen

per cent. two years ; and only 4 per cent. five years. Instead of having 25,000 primary schools under Government supervision, as in Prussia (where the population, 17,000,000, is about the same), there are in England only about 7,000 ; while the whole of the most important field of middle class education is almost entirely abandoned to the desultory results of the private boarding-school system.—*English School and the Teacher.*

#### V. THE BIBLE IN THE NEW YORK COMMON SCHOOLS.

##### 1. REPORT OF A COMMITTEE ON THE SUBJECT.

An agitation is now going on in the City of New York, which may result in the entire obliteration of whatever semblance of religious character the New York Schools may hitherto have had. An adjourned was recently held for the purpose, of receiving the report of a committee appointed to report on the question of the reading of the Bible in the common schools. Simeon Baldwin, Esq., presided.

At a subsequent meeting of the committee, the sub-committee on laws reported that they had consulted with several eminent and distinguished members of the bar on the subject, and that the legal opinions submitted established the following points, to wit :

1. That it must be borne in mind, that both previous to and at the time of the adoption of the law creating the present school system, the Bible was habitually and universally read in all the common schools of the city and country.

2. That the language of the act of July 3, 1851, section 18, is clearly intended to prevent any change in the then existing state of things in respect to the reading of the Bible in the schools ; hence the use of the negative term employed therein : "but nothing herein contained shall authorise the Board of Education to exclude the Holy Scriptures, &c., from any of the schools provided for in this act."

3. That the Board of Education has the entire control of all the public schools in the county and city of New York, and has the incidental power to enforce the provisions of the statute in respect to the reading of the Holy Scriptures therein ; but the said Board has no power or authority to exclude or permit to be excluded the Bible therefrom, and that it is, therefore, the duty of the Board of Education to direct the reading thereof in each and all of the said schools.

From the report made by the sub-committee on the subject, it was ascertained that the reading of the Bible was prohibited entirely in twelve schools in this city, and from one partially. Of the whole number of schools from which the Bible is excluded, nine are grammar schools, three primary and one colored grammar school.

The sub-committee to whom was confided the duty of submitting a plan of action suggested as a primary movement, that inasmuch as a reasonable space of time had elapsed since the passage of the recommendatory resolution of the Board of Education, and no attention whatever had been given to it, that a memorial be addressed by the committee to the Board of Education, requesting the adoption of a resolution making it imperative on the ward officers of the schools to comply with the request heretofore extended to them, and the committee therefore adopted the following resolution, offered by Mr. Brooks :—

*Resolved*, That in view of the fact that the Bible is now excluded from a number of the schools in this city, and the reading of the Holy Scriptures thereby prohibited in violation of the school law of the state, in disregard of a long observed and respected custom in the public schools, and in opposition to the wishes of a large majority of our fellow-citizens, the Board of Education be most respectfully and earnestly requested to adopt as one of its rules and regulations for the government of all of the schools under their control, a provision directing some portion of the Bible to be read daily by the teachers in each of the public schools in the city.

Your committee sought and obtained an interview with a committee of five, appointed by the Legislature of the state having the subject of the school system of this city referred to them for consideration. The facts were duly submitted to them, and the request was made that in their forthcoming report, they would recommend an amendment to the eighteenth section of the school law, in accordance with the expressed views of your committee, which was received, we believe, by the state commission with favourable impressions as to the justice and propriety of the recommendation.

The committee being confident of the wishes and desires of the citizens of New York on the subject of the Bible in the schools, and inasmuch as an opportunity will soon present itself to express that opinion at the ballot box, in their choice of officers for the school department, your committee believe that this convention should take immediate initiatory steps in the matter, by endeavouring to prevent the nomination or election, by any of the political parties of the day, of any person for any office connected with the public schools of the city, who is not known by his former acts, or by an avowed expression of opinion, to be a true and reliable friend of the Bible in the public schools. They would further suggest, as an auxiliary power to carry the above determination into effect, that a mass meeting be



called of the citizens of this city favourable to the reading of the Bible in the public schools, and opposed to the recent action of the Board of Education on the subject.

Your committee in conclusion submit the following resolutions for your consideration and adoption :

*Resolved*, That the annexed proposed amendment to the school law, sec. 18, and accompanying memorial, be adopted as the sense of this Convention.

*Resolved*, That a committee of five be appointed to take charge of the proposed amendment, and present the same, or cause it to be presented, in substance and form to the next Legislature of this State for its consideration and adoption ; also to have a sufficient number of copies of the memorial printed and circulated for genuine signature and forwarded in due season to the Legislature for its action.

*Resolved*, That this Convention will, through the members thereof, and through the members of several organizations represented herein endeavour to prevent the nomination or election of any and all persons, by any of the political parties, to any of the various offices connected with the public schools, who is not known to be a Protestant in religious persuasion, and to desire that the Bible be read in all the public schools, daily.

*Resolved*, That a committee of five be appointed to proceed immediately to carry out the objects of the above resolution.

*Resolved*, That a committee of nine be appointed to arrange for a mass meeting of citizens to be held at an early day, at some central locality, to express their indignation at the recent high handed measure, and gross outrage upon their rights in banishing the Bible from the public schools.

The committee also resolved to encourage and stimulate similar meetings to be held throughout the city in the various wards and Districts, and to that end that the committee confer and arrange for such meetings with the citizens of the various wards.

(Signed,) JOHN R. VOORHIS, ERASTUS BROOKS,  
DANIEL BOWLY, JOHN LLOYD,  
C. B. COTTON, S. BALDWIN,  
NATHAN NESBIT, SAMUEL HALL.

The report and resolutions were unanimously adopted.

## 2. RESOLUTIONS OF THE NEW YORK BOARD OF EDUCATION ON THE SUBJECT.

In view of the recent discontinuance of the reading of the Bible in the schools of the Fourth and other wards, the New York Board of Education have, by a vote of 28 to 2, adopted the following preamble and resolutions :—

*Whereas*, In the judgment of the Board, it is due to the healthful moral training of the pupils as well as to our position as a Christian people, that the Bible, without note or comment, be read at the opening of our schools ; therefore,—

*Resolved*, That this Board most cordially recommends to the various local Boards of School Officers that this practice be observed in the Ward, Grammar and Primary Schools in this city within their jurisdiction respectively.

## 3. SUMMARY OF ARGUMENTS ON THE NON-SECTARIANISM OF THE BIBLE.

In a late number of the *New York Dispatch*, a writer, A. J. C., thus sums up the arguments of the discussion on the Bible question :—In the first part of this controversy the single objection, "that the different religious sects were opposed to the reading of the Bible on account of its religious teaching," was put forth in strong terms, and throughout the whole discussion, that has been the only reason, worthy of notice, advanced in opposition to the Bible. Lengthy arguments have been produced by the parties discussing the negative side of the question. But have they succeeded in establishing the fact that the Bible is sectarian, and therefore should not be read in the schools ? Let us see how far they have succeeded. In the first place there are a large number of religious sects who differ essentially in their tenets and belief, yet they all claim the Bible as the authority for their several doctrines ; this at once precludes the idea of the Bible being sectarian in its character, for if it were so, it would only be the text-book of one single sect ; but the teachings of the Bible being general, and the ground work of all religious beliefs now extant in this country, the argument presented upon this point is at once and entirely exploded, except so far as the Jews may object to the New Testament, or the infidel to the whole book. When either or both of these last named sects make a formidable objection, then it is time enough to give their objections a proper consideration. If any further answer to the argument of the opposition was wanted to destroy it, it is contained in the school law, as quoted in the fore part of this controversy ; which virtually provides for the reading of the Bible without regard to religion, precluding all idea of sectarianism by prohibiting "notes and comments" of the opposition. Thus the whole argument has fallen to the ground. The reasons presented

in favor of the Bible in our schools remain as yet unshaken ; they are essentially as follows ; The broad ground of morality—without which no education can be really perfect, or wholly beneficial—and who will dispute the morality of the Bible ? Upon the ground that it is the text-book of our secular government, the very cornerstone upon which the great Republic of America rests, and as such should be taught to the rising generations through the free educational institutions within the government ; and as such the people desire that it should be taught, and who will dispute their right to select school books so long as they do not interfere with the rights and consciences of the minority by establishing religious creeds or dogmas. That it is the most reliable ancient history extant, and as such should be read by our children, as well as modern history. That it is calculated at all times and under all circumstances to do good, and never to do harm, that the general reading of it is in effect, opposition to tyranny, enlightenment to the mind, annihilation of bigotry, and the progress and advancement of civilization ; the chief elements of a republican government ; and that the continuation of its teachings to the generations to follow, will secure a perpetual character for American liberty. All of the above reasons have been sufficiently argued heretofore : and even without argument, the force of reason stands out prominent upon every point advanced, therefore I most respectfully take leave of the subject for the present.

## VI. Papers on Practical Education.

### 1. LESSONS ON THE USE OF LAWS.

The following illustration of a conversational lesson, which was given by the teacher to the elder boys of an elementary school, has been published in the *Educational Record* :—

Each time I come to school I pass a watchmaker's shop ; inside the window are several gold watches, while outside there are many people passing, all of whom, no doubt, would like to have some of these watches ; the only thing that separates them from the people is a thin piece of glass, yet no one attempts to break through this to get at the watches ; can you tell me why ?—*Because they know it is wrong*. Is it the fear of doing wrong that keeps all from trying to steal them ?—*No, Sir*. Then what does keep those from doing wrong who do not mind doing what they know to be wrong ?—*They are afraid of being caught and put into prison*. What do you call such a fear ?—*Fear of punishment*. Right ; but who have the power of punishing thieves ?—*The magistrates and judges*. And what gives that power ?—*The law*. If there was no law for punishing theft, could there be any fear of punishment ?—*No, Sir*. And we have seen that it is this fear only which keeps some from stealing. Now, if that fear was removed, could the watchmaker's property be as safe as it is now ?—*No, Sir*. And what makes it safe now ?—*The law*. What word may we substitute for makes safe ?—*Protects*. And what is anything called that protects ?—*A protection*.

By means of several inductive questions, the boys were then led to see that the law is as effectually a protection to property as if it were a material barrier ; that it thus protects the shopkeeper's goods, the farmer's crops, the trees, shrubs, and flowers of public parks, and property of all kinds. From these illustrations they were able to answer the following questions :—

Now tell me, as clearly as you can, what is the principal use of law ?—*The chief use of law is to protect property, both private and public*. We have spoken of material property only ; are there any other kinds of property that need protection ?—*Yes, Sir ; our lives, and our characters, and our peace*. And it does this, as you all know, by punishing those who commit murder ; and those who maliciously speak evil of us ; and those who make rows. A better word than "rows" ?—*Disturbances*.

Now use the word "wealth" instead of "material property," and tell me more fully what are the uses of law ?—*The uses of law are to protect persons' wealth, lives, and character ; and to keep order*. And how does it do this ?—*By punishing those who break the laws, and so making others afraid to do so*. What people are those who require to be restrained from doing wrong by fear of punishment ?—*The bad people*.

We have been speaking of law only as a means of protection ; is there no other way of protecting our rights ?—*Every man could protect his own*. What ! even if a man was attacked by one stronger than himself ?—*Men could join together to protect each other's rights*. That is sometimes done, when there is no constitutional law, and I will tell you how the plan succeeds.

I then gave a short account of the state of things as they existed at the diggings of California and Australia, showing how insecure life and property are in the absence of law. From a few illustrations, gathered chiefly from the newspapers, I showed how frequently offenders escape punishment, and how often, too, when caught, the punishment is disproportionate to the offence. From such illustra-

tions my class deduced the truth, that constitutional law is better than individual or mutual protection, because with it (when properly executed) there is a far greater probability that the offender will receive just punishment.

You all know that men labor to obtain wealth, what do some hope to do with it when obtained?—*To enjoy it.* And others?—*To increase it.* In which cases they convert part of their wealth into capital. Name some kinds of capital?—*Houses, land, ships, railways, canals, factories, machinery, raw materials.* Would men change their money into these things if they had no security for keeping and using them?—*No, Sir.* And what gives them this security?—*The law.* If in England there were no such security, what would the industrious, skilful, and economical men do, to whom the capital of the country belongs?—*They would not work so hard, or save.* But there are some men who must from their very nature be industrious and saving, and who could not live in such a state of things, what would they do?—*Go to other countries where property is safe.* And what would prosperous, happy England then become?—*Very poor and miserable.*

In this way the children were thus led to see that national prosperity is as dependent on the goodness of the laws, as on any of the sources of wealth.

We have now seen that property of all kinds is secured by the laws; tell me what benefits arise out of this security?—*We are prosperous and happy.* Do you think you derive any benefit from the goodness of the laws?—(No answer.) Think a little; how do your fathers get money to buy food and clothing, and to pay rent for you?—*By working.* Out of what part of their wealth do masters pay their men?—*Out of their capital.* And we have seen that capital cannot exist, unless protected by law; therefore, without this protection there would be no factories to work in, no machinery to work with, no raw materials to work upon, and no money to pay for labor. Now tell me whether you derive any benefit from the laws?—*Yes, Sir.* How?—*We get food, clothes, and shelter, that we could not get without.* And therefore you say you have an interest in the existence of the laws; so have I; so has every one.

This being the case, what is it every one's duty to do, when the laws are in danger of being broken?—*To do all they can to prevent their being broken.* Why?—*Because law is for the good of all.*

## 2. TEACHING THE HISTORY OF ENGLAND [AND CANADA.]

A correspondent writes:—Allow me to call the attention of yourself and the readers of your Journal to the unsatisfactory teaching of history which prevails. In my official inspection, I have to inquire in schools respecting their knowledge of history; and I find that where history is professionally taught, a profound ignorance exists as to the position of England among nations. We do not wish politics to be taught in schools; but we wish young people to have intelligent notions respecting the commerce and institutions of their own country, so as to add to their loyalty and patriotism. In most schools of which I am cognisant the name of the Duke of Wellington is unknown. One scholar assured me this day that the Duke defeated Nero, and a whole class had a dim idea that he invented cotton-spinning. When, in despair, I beg the teachers to ask questions, I find that they affect the days of the Heptarchy, and the class can say glibly catalogues of Saxon princes and the murders they committed; thus leading the children, if they think at all, to imagine all monarchs to be very wicked people. Acts of tyranny I find dwelt upon with much unction; and impressions are given in ignorance which must often lead to republican and anarchical notions.

The points in history, I imagine, useful to teach, are some such as these; To show why Christian England, one of the smallest of nations, has such power. With help, the scholars may be led to perceive these sources of strength to be: (1) As an island, with many sea-ports and opportunities of imports and exports; (2) Unlimited coal, and hence steam-power for locomotives and manufactures; (3) Christianity and free institutions, which give security and encouragement to commerce; (4) The active and industrious habits of the English people, and their remarkable tendency to colonise.

This style of information would give interest to the study of history; and my object in writing this letter is, to suggest some simple historical handbook which may make our young people attached to their institutions, their religion, and their Queen.\*—*Eng. Edu. paper.*

## 3. EDUCATION BY ROTE, SUPERFICIAL.

Walking to church one Sunday in Skye, we were followed by a slip of a lad some 10 or 12 years of age, who on putting some questions to him volunteered to name all the capitals in Europe, which he did with marvellous dexterity. From Europe he crossed to South

America, and rattled out the names of the capitals with the accuracy of a calculating machine. From South America he started off to Asia; and finally he brought up at Jeddo in Japan. We were rather sceptical as to the value of such acquirements—and, indeed, as to the reality of any information having been conveyed to the lad's mind by the formidable muster-roll of words that had been stuffed into his mouth. We therefore asked him "Can you tell us the name of the island you live in?" But, notwithstanding his lore, he had not learnt that he lived in the Isle of Skye. To make quite sure of the fact, we requested the captain of the steamer to repeat the question in Gaelic, but there was no Skye forthcoming. He knew the name of the parish, and of all the capitals in the world, but not of the island he lived in.—There being a schoolmaster present accidentally, we thought the occasion too good to be lost, to show the worthlessness of word-stuffing and ventured another question. Now, my lad, you have told us the names of nearly all the capitals in the world: "is a capital a man or a beast?" "It's a beast," said the boy, quite decisively. So much for words without understanding; in the next school inspection that boy will probably pass for a prodigy, and will figure in statistical reports as an example of what good education can do.—*Ibid.*

## VII. Miscellaneous.

### 1. BE KIND TO EACH OTHER.

Be kind to each other!  
The night's coming on,  
When friend and when brother  
Perchance may be gone!  
Then 'midst our dejection,  
How sweet to have earned  
The blest recollection,  
Of kindness—return'd!

When day hath departed,  
And memory keeps  
Her watch, broken-hearted,  
Where all she loved sleeps!  
Let falsehood assail not,  
Nor envy disprove—  
Let trifles prevail not  
Against those we love!—

Nor change with to-morrow,  
Should fortune take wing,  
But the deeper the sorrow,  
The closer still cling!  
Oh, be kind to each other!  
The night's coming on,  
When friend and when brother  
Perchance may be gone!

### 2. PRINCESS ELIZABETH, DAUGHTER OF CHARLES I.

With that gracious acknowledgment of true worth which distinguishes Her Majesty, the Queen is about to erect a suitable monument, at her own expense, in St. Thomas' Church, Newport, Isle of Wight, to this amiable Princess. The new church, which is a beautiful building, was opened in January, 1847, and the monument placed on its site. It is singularly appropriate. Sunk two feet six inches in the wall, is a space, with a stone back carved to represent the bars of a prison. In front, iron spikes with a transverse bar, depend a foot from the top, and are there broken off to allegorize escape from captivity. On the tomb below, a Carrara marble figure represents a lady lying supine. The dress is in strict accordance with the Stuart period—low at the bosom, with a lace fringe and breast knot; short sleeves, also edged with lace; and a deep stomacher, terminating in looped ribbon at the full skirt, from the end of whose graceful folds the feet are just discernible. One delicate hand and arm rest on the waist, the other is extended by the side, with the hand partly open. Even the nails are exquisitely developed. The neck is bare, beautifully curved, and the cheek reclines upon an open Bible, over which long ringlets stray in abandoned profusion.

Of the last days of this princess a short account may be interesting. She and her brother were taken from Sion House to Whitehall, the day before the King's execution, to bid him farewell. The Princess had completed her thirteenth year on the preceding day; the young Duke was but eight years old. The King, who, until then, had been dignified and calm, was completely overcome by the instincts of nature, and sobbed aloud. At sight of her royal father, his hair turned grey, and his dress and beard neglected, the Princess threw herself into his arms, in convulsive, passionate grief. The King

\* A hint in regard to the importance of giving more prominence to Canadian history in our schools may be taken from this letter.—*Ed.*

took her upon his knee, and with caresses and tender counsel, strove to allay her grief. The young Duke also shared in his father's dying affection. Then the King gave the Princess some jewels for her mother, brothers and sisters; and, for herself, his pocket Bible—saying, that "it had been his great comfort and constant companion through all his sorrows, and he hoped it would be hers." That book she never parted from alive; it was her choicest treasure, her constant study, and its open leaves were stirred by her latest breath.

At last the moment of parting arrived. The King turned to go into his bed chamber, but the heart-broken, anguished cry which burst from his daughter's lips, caused him hastily to return and fold her in one long, last, clinging caress. Then releasing her, he "addressed himself to his God," and hapless Elizabeth Stuart left—an orphan!

Shortly after, these two sole remaining members of that royal family were removed to Carisbrooke Castle, Isle of Wight, where their father had been confined and where the royal captives mourned in orphaned and cheerless solitude—each scene and association of their prison serving but to recall the memory of their father, and also to excite natural fears concerning their own fate. The young Duke was not of an age to feel the full force of his calamity; but the Princess, of refined intelligence, and gentle loving disposition, sank beneath the crushing weight of woe that oppressed alike the past, with its fearful memories, the present with its desolation, and the future, with its unknown but inevitably disastrous destiny. Her pining sorrow, added to the effects of confinement upon a debilitated constitution, resulted in disease, through which she languished in neglect. Some "remedies of election" were sent to her from London; but Heath says, "with this exception, little care was taken of her in her sickness." Sir Theodore Mayerne was afterwards sent for, but too late to see her alive.

Alas! "after many rare ejaculatory expressions, abundantly demonstrating her unparalleled piety, to the eternal honour of her own memory, and the astonishment of those who waited on her, she took leave of the world on September 8th, 1650"—nineteen months after her father's death, and at the early age of fourteen. She was found dead in her apartment, her hands clasped as if in prayer, and her cheek resting on the open pages of her inseparable companion and father's dying gift—the Bible.

Her remains were embalmed, and interred in St. Thomas' Church, Newport. But the memory of this event passed away; "Men went in and out, and worshipped and knelt solemnly at the altar; and forgot that the remains of a royal maiden were enshrined within the sacred fane; till it chanced that, in October, 1793, some workmen, who were digging a grave, accidentally discovered the initials E. S., engraved on a stone in the floor. Beneath was a vault containing the princess' remains.

That the spot might not be overlooked, a brass tablet was placed in the stone covering the vault; but at last this memorial departed, and no token remained to tell where slept one of England's noblest princesses, who had shared all the sorrows of her family, though not their faults.

St. Thomas' Church was built in the reign of Henry II. In 1853, it had become so dilapidated as to necessitate re-erection. Our gracious Queen headed subscriptions for a new church, and the Prince Consort laid its first stone. The rest we have already told.

### 3. HAPPINESS TAUGHT OF CHILDREN.

It is a singular and touching fact how much children may teach their elders that one blessed enviable art, the art of being made easily happy. Kind nature has given to them a useful power of accommodation to circumstances which compensates for many external disadvantages, and it is only by injudicious management that it is lost. Give him but a moderate portion of food and kindness, and the peasant's child is happier than the duke's; free from artificial wants, unsatiated by indulgence, all nature ministers to his pleasure; he can carve out felicity from a bit of hazel twig, or fish for it successfully in a puddle. I love to hear the boisterous joy of a troop of ragged urchins, whose cheap playthings are nothing more than mud, snow, sticks, or oyster shells; or to watch the quiet enjoyment of a half-clothed, half-washed fellow of four or five years old who sits, with a large rusty knife and a lump of bread and bacon at his father's door, who might move the envy of an alderman.

### 4. A TOUCHING INCIDENT OF THE FEVER IN NEW ORLEANS.

A touching case was presented the other day to the consideration and charity of one of the Good Samaritans who now take care of the sick, relieve the destitute, and feed the starving. A boy was found in the morning, lying in the grass of Claiborn street, evidently bright and intelligent, but sick. A man who has the feelings of kindness strongly developed went to him, shook him by the shoulder, and asked

him what he was doing there. 'Waiting for God to come for me,' said the boy. The gentleman was touched by the pathetic tone of this answer, and the condition of the boy, in whose eyes and flushed face he saw the evidences of the fever. 'God sent for mother, father, and little brother,' said he, 'and took them away to his home up in the sky; and mother told me, when she was sick, that God would take care of me. I have no home, nobody to give me anything and so I came out here and have been looking so long up in the sky for God to come and take care of me, as mother said he would. He will come, won't he? Mother never told me a lie.' Yes, my lad, said the man overcome with emotion, 'he has sent me to take care of you.' You should have seen his eyes flash, and the smile of triumph break over his face as he said, 'Mother never told me a lie, sir—but you've been so long on the way.' What a lesson of trust, and how this incident shows the effect of never deceiving children with idle tales! As the poor mother expected, when she told her son 'God would take care of him,' he did, by touching the heart of this benevolent man with compassion and love to the little stranger.

## VIII. Educational Intelligence.

### CANADA.

—THE GRAND JURY OF THE COUNTY OF YORK AND THE HON. CHIEF JUSTICE DRAPER ON COMPULSORY ATTENDANCE AT SCHOOL.—The Grand Jury present as follows:—"In the charge of [the Judge] to the Grand Jury at the opening of the Court, the subject of Free Schools was especially brought under their notice, and more especially the fact, that while property is made to bear the burden of their support, that class for whose benefit especially that tax is endured, do not come under their influence—namely, the poor whose parents or guardians are unable to pay for their education. The numbers which absent themselves from all schools, and through our streets, and form incipient criminals, but too clearly demonstrate the truth of the case alluded to by Mr. Justice Hagarty. The remedy is surely one which should command the attention and solicitude of all who are interested in the welfare of society; and the Jurors are impressed with one means which they have reason to believe would promote the end sought to be obtained—namely, were more interest evinced by all in authority, who, by law, are *ex-officio* visitors of the public schools. It is a lamentable fact, that few of the city clergymen visit the public schools, while the judges and magistrates have seldom, if ever, deemed it their duty to give their countenance to those important institutions, even by an occasional visit. The adoption of the principle of compulsory attention has been followed with success in some parts of the United States, and may ultimately be rendered necessary here, if other moral influence fail to meet the sad exigency." To this presentment, Chief Justice Draper thus replied: "On the subject of education, to which, he was aware through the reports, his learned brother [Judge Hagarty], directed their attention, he could only say that a great deal might be done by those upon whom the superintendence of those matters devolves. They must deal with it as a fact that there were too many who, so far from encouraging the Common School system, were adverse to it. He wished that something could be devised by those who condemn the system that could improve it, and that could enlist the sympathies and active exertions of the community. He did not by any means say that the present system was a perfect one, but a great deal of good would accrue if it were supported. It was greatly to be regretted that the streets were filled with a parcel of idle children who indulged themselves in acquiring pernicious habits; and there was much reason in the remark of the Grand Jury, that while taxation for education was compulsory, parents were not compelled to send their children to the schools. That must, however, also rest with the Legislature."

—BELLEVILLE SEMINARY.—The Rev. J. H. Johnson, A.M., has retired from the Principalship of this institution, owing to some difference of opinion between the Manager of the institution and himself.

—OTTAWA CITY SCHOOLS.—The Editor of the *Ottawa Citizen*, in referring to the recent School examinations says,—“With much pleasure we witnessed the course of exercises. Mr. Rathwell examined the respective classes in arithmetic, and Miss Robertson those in spelling, reading, writing, dictation, history and grammar, throughout the whole of which the pupils showed a proficiency and correctness not to be found in schools generally, and which bore ample testimony of the close attention and skilful training on the part of the teachers.—During the afternoon the proceedings were enlivened by the children singing—

“Blest be the tie that binds our hearts in Christian love.”

and that beautiful little hymn—

"Oh welcome, welcome, festal day."

with which they appeared, themselves, as much delighted as their audience certainly was. Miss Wardrope with Miss Emily Dyde, Miss Langrell, and Miss Sarah Wardrope also sung, in a very beautiful style—

"Be kind to thy Father, for when thou wert young."

accompanied by Miss Robertson, on the melodeon. The juveniles closed the day's exercises by singing—

"Lord dismiss us with thy blessing."

After the singing of this hymn the children were appropriately addressed by Mr. Alderman Langrell and the Rev. Mr. Wardrope.

—BARTON SCHOOL OPENING.—We had lately the pleasure of witnessing the opening of a new School room in Section No. 4, Township of Barton. The building is very commodious and convenient for School purposes, and reflects great credit on the Trustees and the School section generally. The Rev. Mr. Bull, Incumbent of St. Peter's, Barton, and Local Superintendent of Schools for the Township, delivered a very interesting address on the occasion, to a numerous and intelligent audience. After making a few preliminary observations upon the general acquirements of School, in the shape of teaching apparatus and other conveniences, he proceeded to describe the duties of parents in connection with the education of children; he strongly recommended the co-operation of parent and teacher, and in a few plain, but forcible remarks, pointed out the folly of School Trustees aiming at cheapness, rather than excellency in choosing a teacher, and clearly proved to them that the cheap article was invariably the dearest. He then went on to explain, at some length, the habits that parents should endeavour to cultivate in their children—such as filial obedience, and a becoming obedience to established authority. While in some degree admiring the present school system, he could but regret the almost entire absence of all religious instruction and proceeded to shew, that, without proper religious training, all secular knowledge was utterly powerless to bring forth the nobler traits of man's nature. The audience was very attentive to the Rev. gentleman's lecture, which certainly displayed much thought, and patient investigation; and his clear sound, and practical remarks were well calculated to bring parents to a sense of the duty they owed to their children in having them properly educated. The thanks of the meeting were unanimously voted to the Rev. gentleman for his lecture, and the proceedings terminated.—*Hamilton Spectator*,

## UNITED STATES.

—HARVARD UNIVERSITY.—We have been favoured with a copy of the "Catalogue of the Officers and Students of Harvard University for the academic year 1858-59."—From it we learn that, at this famous seat of learning, the number of undergraduates is 409, and the number of volumes in the various libraries is 123,400.

## IX. Literary and Scientific Intelligence.

—LOVELL'S CANADA DIRECTORY.—We perceive that proposals are out for preparing another edition of the Canada Directory corrected down to the latest possible period, with a view to a repetition of this proceeding every two years. The steps required for bringing it out in September next will have to be commenced on the opening of next year. The former edition has given so much satisfaction to those who have used it, and amongst British and American merchants and Journalists, excited so much admiration of Canadian progress, enterprise and skill, and may be of so much service to tourists, emigrants, writers, and officials, as to demand a new attempt to continue the publication; and Mr. Lovell, notwithstanding a most serious loss and grievous disappointment in his former speculation, has the energy and generosity to offer another effort if a "moderate support" be accorded him in the form of orders for the next volume. Without that aid and sign of public interest he cannot again proceed. The work will consist of about 1,400 pages, containing complete Directories of Montreal, Toronto, Quebec, Kingston, Hamilton, London, Ottawa, &c., and the names of the business and professional people in over 1,300 different localities. There will also be miscellaneous contents, which, judging from the past, will make the book an Encyclopædia of Canada. There is also a Map of Upper and Lower Canada. The price will be £2, payable on delivery of the work. Large as this sum seems, it is as small as the expenses of getting up such a work, and the moderate number that can be sold, will allow. Subscrip-

tions for the work should be made as to aid an enterprise connected with the honour and progress of the Province, and as a participation in the public-spirited undertaking of a large-hearted citizen. But the work is capable of being made eminently serviceable to most persons in business; but none but those who have for some time had such a book at hand, can be aware of the prevention of trouble, increased ability, and profitable guidance for which it may be used. It is in fact a mercantile library. The experience gained by the compiler of the former edition, and the large establishment organized for carrying on his work, will greatly improve the new issue, and should be now secure for the future prosecution of the work. It ought to be the effort of every man of large business, every person of competence, every head of an institution, to find out not how he can dispense with this volume but how he can get another copy of it taken. Orders will be received by Mr. John Lovell, either in Montreal or Toronto.—*Colonist*.

—THE NEW CANADIAN COINS consist of twenty, ten, and five cent pieces in silver, and a one cent in bronze. The last mentioned is somewhat smaller than a British half-penny, and of a brighter colour, some white metal having been mixed with it, in order to bring it up to the required value. On the one side is a beautifully-executed medallion of the Queen; an exact copy of that which appears upon the English shilling. Between two rows of beading, the words, "Victoria Dei Gratia Regina. Canada," are placed round the circumference of the coin. The obverse is ornamented with a wreath of maple leaves, and the words "One cent, 1858." The silver coins are alike in design. The twenty cent piece is a little smaller than the English shilling, and the ten and five cent pieces the same size as the American coins of like value. The silver differs from the copper coin in design. The former has only one row of beading, and the maple leaves instead of running all round are arranged in the same way as the rose, shamrock and thistle upon British money, with a crown dividing the one branch from the other. The letters and figure used are plain, being proportioned to the size of the coin. The edges are not milled. In design and execution the coins are unexceptionable; the minutest line being brought out with the greatest clearness and precision. The wreath of maple leaves is in exceedingly good taste, as well as the beautiful profile portrait of Her Majesty.

—HAYTIAN STUDENTS IN PARIS.—We see it stated in the London *Athenæum* that the Haytian students in the Paris colleges have this year carried off their full share of honors, and the occasion has been celebrated by the men of color by a banquet. It is hoped by these gentlemen, who consider themselves of the same hue as Hannibal, Terence, and, perhaps, some of the African Bishops, that similar banquets may yearly celebrate similar triumphs.

—RUSSIAN LITERATURE.—RUSSIA is slowly but gradually awakening to intellectual life. In the course of last year, 16 new journals were started, and 1,425 original and 201 translated works were published. In addition, 1,613,000 foreign books—330,000 more than in the preceding year—were imported.

—POPULATION OF NEWFOUNDLAND.—The population of Newfoundland, as shown by the census of 1858, is 119,336. Of these, 55,152 are Catholics, 42,859 Episcopalians, 20,142 Methodists, 302 Presbyterians, 520 Scotch Free Church, 347 Congregationalists, 44 Baptists.

—MRS. GORE, the novelist, who has recently become afflicted with partial blindness, is about to submit to an operation for cataract. This lady's loss of sight is attributed to protracted anxiety for the fate of an only son, who has been serving with much distinction on the staff at Lucknow and in the Rohilcund campaign.

—DEATH OF M. SURENNE.—The Scotsman announces the death, in Edinburgh, of M. Gabriel Jacques Surenne, the author of a much esteemed French and English Dictionary. His age was 80. M. Surenne was a native of Compiègne, was educated in the Ecclesiastical College of St. Cornéli, and entered the army of Napoleon in 1793, serving through the Italian campaigns. In 1816, he became a teacher of the French language at Edinburgh; and continued in that city until his death. His contributions to educational literature were numerous.

—DEATH OF IDA PREIFFER, THE CELEBRATED TRAVELLER.—She expired at Vienna on the 27th ult., after a long illness, induced by privations and hardships endured during a toilsome journey in Madagascar. Her age was 61.

—THE DEATH OF JACKSON THE INVENTOR.—The New York Times says that Mr. Timothy D. Jackson, who was accidentally run over and killed on one of the city railroads on the 31st ult., "was distinguished as an inventor. The celebrated hotel annunciator, the heavy ordnance by which the walls of the Malakoff and Redan were battered down and a breach made for the

French and English troops at the storming of Sebastopol, the Novelty \$5 sewing machine, and many other new and useful inventions were his. He is said to have been a man of great amiability and excellence of character, but, like too many other inventors, he reaped little pecuniary benefit from his inventions.

—**MONUMENT TO HUGH MILLER AT CROMARTY.**—"The monument is to be erected in Cromarty, his native town, on a site that is described as exceedingly beautiful.

—**RANKE THE HISTORIAN.**—The celebrated Prussian historian, Ranke, is now at Venice, engaged in collecting in the archives of the republic materials relating to the history of England during the last three centuries.

## X. Departmental Notices.

### 1. THE NORMAL SCHOOL FOR UPPER CANADA.

The next Session of the Normal School will commence on the 8th of January next, and close on the 22nd June. Students should not fail to be in attendance during the first week of the Session.

### 2. BLANK FORMS OF TRUSTEES' REPORTS.

During the early part of this month, all the blank forms of Trustees' half-yearly and yearly reports have been sent to the Local Superintendents for distribution. Those for the Grammar and Separate Schools have also been sent direct.

### 3. TRUSTEES' SCHOOL MANUALS.

In reply to numerous applications for copies of the Trustees' Manuals of the School Act, we have to state that, as the old edition has been exhausted, a new edition is now in press. Copies of them will be sent for distribution as soon as they are printed.

### 4. PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools.

### 5. PUBLIC SCHOOL LIBRARIES.

"Township and County Libraries are becoming the crown and glory of the Institutions of the Province."—*Lord Elgin at the Upper Canada Provincial Exhibition, September, 1854.*

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars.

### 6. SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add 100 per cent. to any sum or sums, not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

### 7. SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common Schools Trustees in Cities, Towns, Villages, and Townships by the County Clerks—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. Those for Grammar Schools will be sent direct to the head Masters.

### 8. PENSIONS—SPECIAL NOTICE TO TEACHERS.

Public notice is hereby given to all Teachers of Common Schools in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent without delay, if they have not already done so, their annual subscription of \$4, commencing with 1854. The law authorizing the establishment of this fund provides, "*that no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum.*"

**LIST OF TEACHERS LICENSED** by the County Board of Public Instruction for the COUNTY OF YORK, at the Semi-Annual Examinations, August, 1858, held at the following named places, viz:—

AT THE CITY OF TORONTO.

*First Class:* David Allison; Samuel McAllister; Miss Morrison; William Burns.

*Second Class:* Mary Henderson; Mrs. Elizabeth Mitchell; Marry A. Ferris; Robert Hall; John Irving; Edmund Ogle; John Fraser; Thomas McDonald; William A. McCutcheon; Catherine Fraser; James Bain; Jane McGinness; John Muir.

*Third Class:* John H. Hunter; Sidney Smith; William Hewitt; John Scott; Alexander Best; Richard Fitzpatrick; John M. Smith; Margaret Boud; Isabella Martin; Gilbert Gilmour; John Bain, jr.

AT RICHMOND HILL.

*First Class, A.:* Daniel Wright. W. Middleton; Adam Scott; Adam McDonald.

*Second Class, A.:* Neil McKinnon; Duncan McKinnon; Angus McKinnon; Robert Flemming; Robert S. Steele; J. W. Wonch; Robert Hunt. John Morrow; P. Switzer; Sinclair J. Holden; Christopher Wield; Hugh Cooper; James Lynn; James Hawkins; Leander D. Taylor; Henry Wilson; T. C. Smith; Robert McCartney; William Irvine; James Rafferty; James Graham; James VanEvery; William Logan; James Bonar; Joseph Hugill; Robert McKeown, Senr.; R. D. McKeown; Wm. J. McKeown; Donald Beaton; Thomas Ansley; Alexander Robertson; John Bruce; John Watson; John O'Leary; Gilbert Barker; Robert Barker; James Miller; George McKinnell; George Brown; William Burgess; Thomas Milne; John Milne; James Hollingshead; Edmund Dwyer; James Lundy. *B.:* D. W. Ferrier; John Hand; Henry Hand; Henry Campbell; Thomas Irvine. *A.:* Elizabeth Rathorford; Mary Herrick; Cynthia Mapes; Dorothy Campbell; Elizabeth Lowrie.

*Third Class:* John Agar; Mary McGinness; Elizabeth McGinness.

AT NEWMARKET.

*First Class:* Albert Wilson; Gabriel Lount. *B.:* J. Collins.

*Second Class:* John Moran; Charles H. Kermott; Robert C. Stewart; Joseph Ross; Michael Joseph Moltby; W. W. Wells; William J. Barnes; Charles H. Lask; James Srigley; James Gourlie; George Moore; Francis Vernon; Nancy Bache; Martin J. Bogert; Joseph Hodgson; Francis Star; John G. Fincham; John Halliday; Joanna Styles; Daniel Gregory; William S. Meredith; Barton Earl; Caroline Lennon; James Kennedy.

N. B.—The next Semi-Annual Examination of Teachers and others will take place on the first Tuesday in February next, at the same places, of which due notice will be given.

### HISTORY OF CANADA, FOR SCHOOLS.

THE PUBLISHERS would call the attention of the Heads of the Canadian Public and Private Schools to the excellent and full Epitome of the

**History and Chronology of Canada, Nova Scotia, New Brunswick, &c.,**

Which is contained in the SECOND EDITION (just published) of "The Geography and History of British North America, and of the other Colonies of the Empire," by J. GEORGE HODGINS, M.A.; designed to accompany two large Maps prepared by the Author.

\*\* To this Second Edition have been added Sketches of the General Geography of Europe, Asia, Africa, America, and the United States, &c., making the work a most attractive Text Book for Public and Private Schools.

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Toronto: Maclear & Co., and Wm. C. F. Caverhill. Montreal: Benjamin Dawson & Son; and R. & A. Miller.

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