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POWERS OF THE SUPERINTENDENTS OF SCHOOLS IN THE UNITED STATES AND IN UPPER CANADA.

(DEFERRED FROM LAST MONTH.)

The powers of the Executive Government in administering the Common School System of Upper Canada, is a subject which has elicited some discussion; and from its great importance, and the apparent absence of any general information respecting it, even on the part of those who have spoken most confidently, we deem it advisable to consider the foundation and extent of those powers, and compare them with the powers possessed and exercised by the executive authorities of other popular governments from which our School laws have been derived.

Before proceeding in this inquiry, we beg to make two preliminary remarks. The first is, that *forms of government* and *systems of education* ought not to be confounded. The systems of elementary instruction in Prussia and Switzerland are substantially the same, though no two forms of government can differ more widely than the democracy of Switzerland from the despotism of Prussia. Thus may a system of instruction be borrowed from a country without adopting in any respect the political principles peculiar to its form of government. This remark furnishes an answer to two classes of objectors; to those who have objected to our School system because it in part exists under despotic monarchies, and to those who have objected to it because it has been chiefly adopted from democratic republics. The objection is in both respects fallacious, though it has been the theme of much thoughtless writing.

A second preliminary remark is, that there can be no provincial or state system of elementary education, unless it is *one* throughout the Province or State. To be one there must be one central or governmental authority to direct its general operations. The fundamental object of what is called responsible government is to stamp the public mind of a country upon the government in its composition, and in all its legislative and administrative acts, even in the smallest municipal divisions of the country. Each local officer and each local body ought to be subordinate to that Executive power which represents the voice of the whole country. This principle is common to both a republic and a free constitutional monarchy—only under the former, the people elect the Head of the Executive, while under the latter they control the appointments of the advisers of the Executive authority.

The question now is, whether our School law invests the Government, through the Superintendent of Schools, with too much power in the administration of a public system of Common Schools? The plainest and most satisfactory method of answering this question, is to refer to the power with which the Executive Government, (through the Superintendent of Common Schools) is invested in the State of New-York—from which our School law is derived—and the citizens of which are opposed to giving the Government any more authority than is absolutely necessary for the administration of the law. This part of the New-York State system is thus summarily stated in "*A Digest of the Common School System of the State of New-York,*" compiled and published in 1844 by S. S. Randall, Esquire, General Deputy Superintendent :—

"At the head of the whole system—controlling, regulating, and giving life and efficiency to all its parts, is the State Superintendent. He apportions the public money among the several counties and towns; distributes the laws, instructions, decisions, forms, &c., through the agency of the County and Town Superintendents, to the several districts—is the ultimate tribunal for the decision of all controversies arising under any of the laws relating to Common Schools—keeps up a constant correspondence with the several officers connected with the administration of the system in all its parts, as well as with the

inhabitants of the several districts; exercises a liberal discretionary power, on equitable principles, in all cases of inadvertent, unintentional, or accidental omissions to comply with the strict requisitions of the law; reports annually to the Legislature the condition, prospects, resources, and capabilities of the Common Schools, the management of the School Fund, and such suggestions for the improvement of the system as may occur to him: and vigilantly watches over, encourages, sustains, and expands to its utmost practicable limit the vast system of Common School Education throughout the State." (p. 30.)

The above extract shews that the duties of General Superintendent in the State of New-York and in Upper Canada are similar, while his powers are more extensive and absolute there than here. The State School Fund is apportioned upon the same population basis there as here, and upon the same conditions—except that the County Boards there are required to do what our District Councils are authorised to do, in respect to raising an amount by assessment equal to that apportioned by the State Superintendent.

On the subject of forms and regulations respecting which much has been written, the following is the New-York State Law :—

"The Superintendent shall prepare suitable forms and regulations for making all reports, and conducting all necessary proceedings, under this Act, and shall cause the same, with such instructions as he shall deem necessary and proper, for the better

organization and government of Common Schools, to be transmitted to the officers required to execute the provisions of this Act throughout the State." (Passed in 1812, and still unrepealed and unmodified, after the experience of more than 30 years.)

Such being the authority of the State Superintendent in respect to the rules for the organization and government of the Schools, it may be asked whether the several "officers required to execute the provisions of the law," are obliged to act in accordance with the instructions and regulations of the Superintendent? These officers are chiefly the County and Town Superintendents

and the Trustees. In regard to the County (our District) Superintendents, the law is as follows :—

“The County Superintendents shall be subject to such rules and regulations as the Superintendent shall from time to time prescribe; and appeals from their acts and decisions may be made to him in the same manner, and with the like effect, as in cases now provided by law; and they shall

make reports annually to the Superintendent at such times as shall be appointed by him, which shall be the same as are now required to be made by County Clerks, with such additional information as he shall require.”

(Passed in 1843.)

In respect to Town Superintendents and Trustees, the provisions of the New-York State School Law are the following :—

“Town Superintendents of Common Schools, and Trustees, and Clerks, wilfully neglecting to make any report, or to perform any other duty required by law, or by regulations or decisions made under the authority of any statute, shall severally forfeit to their town, or to their district, as the case may be, for the use of the Common Schools therein, the sum of ten dollars for each such neglect or refusal; which penalty shall be sued for and collected by the Supervisor of the town, and paid over to the proper officers to be distributed for the benefit of the Common Schools in the town or district to which such penalty be-

longs; and when the share of School or Library money apportioned to any town or district, or School, or any portions thereof, or any money to which a town or district would have been entitled, shall be lost in consequence of any wilful neglect of official duty by any Town Superintendent of Common Schools, or Trustees, or Clerks of School Districts, the officers guilty of such neglect shall forfeit to the town or district the full amount, with interest, of the moneys so lost; and they shall be jointly and severally liable for the payment of such forfeiture.”—(Passed in 1839, and modified in 1843.)

From this provision of the New-York State School Law, it is obvious that the moneys apportioned to a School Section may be forfeited by non-compliance with the requirements of the law, and that in that case the Trustees at fault are jointly and severally responsible for the moneys forfeited. It also appears that any Trustee who does not observe the instructions of the State Superintendent, or does not abide by any decision which he may make, is liable to a fine of ten dollars.

Such are the legal provisions for the efficiency and uniformity of the Common School System which the experience of thirty years has suggested to our American neighbours—provisions which give their Superintendent of Common Schools much more power than is conferred upon the Chief Superintendent in Upper Canada.

But this is not all. The Provincial Superintendent of Schools has no authority to recommend or reject a book from our Schools; all that he is authorised to do in that respect, is to discourage the use of unauthorised books; but the Superintendent of Schools in the State of New-York can reject any book from the School libraries that he pleases.

Again, it is enacted, in the School law of the State of New-York that,—

“No share of the public money shall hereafter be apportioned to any county in which a County Superintendent shall not

have been appointed, unless by order of the Superintendent of Common Schools.”—(Passed in 1843.)

We may remind the reader that the *Counties* in the State of New-York answer to our Districts, the Boards of Supervisors are analogous, in Common School affairs, to our District Councils, and the Clerks of such Boards are similar to our District Council Clerks. The following is the provision of their law as to the conditions of appropriating School money to a County :—

“It shall be the duty of the Clerk of the Board of Supervisors in each county in this state, on the last day of December in each year, to transmit to the Superintendent of Common Schools certified copies of *all resolutions and proceedings* of the Board of Supervisors, of which he is Clerk, passed or had during the preceding year, *relating to the raising of any money for School or Library purposes*, and to report particularly the *amount of such money* directed to be raised in *each town of such County*; and in case it shall not appear that the *amount required by law to be raised* for School and Library purposes has been directed to be

raised during the year by the Board of Supervisors of any County, the Superintendent of Common Schools and the Comptroller may direct that the money appropriated by the State and *apportioned to such County be withheld until the amount that may be deficient shall be raised*; or that so much of the money apportioned to such County be paid to the Treasurer thereof, as shall be equal to the amount directed to be raised therein by the Supervisors of such County; and in such case the balance withheld shall be added to the principal of the Common School Fund.” (*Passed in 1839.*)

Then, as to the conditions of paying School moneys to *Sections*, the following is the provision of the New-York State Law :—

“In making the apportionment of moneys among the several School Districts, no share shall be allotted to any District, or part of a District, from which no sufficient annual report shall have been received for the year ending on the last day of December, immediately preceding the apportionment.”

“No moneys shall be apportioned and paid to any School District, or part of a District, unless it shall appear, by such report, that a School has been kept therein for at least four months during the year ending at the date of such report, *by a qualified Teacher*; that *no other than a duly*

qualified Teacher had at any time during the year for more than *one month* been employed to teach School in said District; and that *all moneys* received during the year, have been applied to the payment of the compensation of *such Teacher*; and no portion of the Library money shall be apportioned or paid to any District, unless it shall appear by the last annual report of the Trustees, that the Library money received at the last preceding apportionment was duly expended according to law, on or before the first day of October subsequent to such apportionment.”

(*Passed in 1843.*)*

* The School Fund of the State of Massachusetts is less than half the amount of School Grant in Upper Canada for each child of school age; but no city or town in that State is entitled to receive any part of it without complying with *four conditions*, much higher and more stringent than those required of any District or School Section in Upper Canada. The following is quoted from the Report of the Secretary of the Board of Education for the State of Massachusetts, dated December, 1846, under the head of “Aids and Encouragements to Education.”

“The conditions whose performance entitles a city or town to a distributive share of the income of the fund are the following :—

“1st. It must have raised by taxation, upon the polls and estates therein, for the payment of the wages and board of Teachers, and for fuel for the schools, a sum equal at least to *one dollar and twenty-five cents for each person between the ages of 4 and 16 years*, belonging to said city or town, on the 1st day of May. Statutes 1846, ch. 223, § 5.

“2nd. It must have ascertained, through the agency of the School Committee, as soon as practicable after the first day of May, and by their actual examination, or in

The following provision has been in force more than twenty years to prevent false Trustee reports :—

“Every Trustee of a School District, or separate neighbourhood, who shall sign a false report to the Town Superintendent to apportion and pay to his District or neighbourhood, a larger sum than its just proportion of school moneys of the town, shall for each offence, forfeit the sum of twenty-five dollars, and shall be deemed guilty of a misdemeanor.”

The following is the provision respecting the management of School District libraries :—

“A set of general regulations respecting the preservation of School District Libraries, the delivery of them by Librarians and Trustees to their successors in office, the use of them by the inhabitants of the district, the number of volumes to be taken by any one person at any one time or during any term, the periods of their return, the fines and penalties that may be imposed by the Trustees of such Libraries for not returning, losing or destroying any of the books therein, or for soiling, defacing, or injuring them, may be framed by the Superintendent of Common Schools, and printed copies thereof shall be furnished to each School District of the State; which regulations shall be obligatory upon all persons and officers having charge of such Libraries, or using and possessing any of the books thereof. Such fines may be recovered in an action of debt, in the name of the Trustees of any such Library, of the person on whom they are imposed, except such person be a minor; in which case they be recovered of the parent or guardian of such minor, unless notice in writing shall have been given by such parent or guardian to the Trustees of such Library, that he will not be responsible for any books delivered to such minor. And persons with whom minors reside shall be liable in the same manner, and to the same extent, in cases where the parent of such minor does not reside in the district.” *Passed in 1843.*

On all the subjects above referred to, it will appear obvious to every one acquainted with the Canadian School Act, how much more extensive and efficient are the powers of the General Superintendent of Schools in the State of New-York than in Upper Canada. This is true in regard to several particulars, besides those above mentioned, as the following sections will show :—

such other way as they may direct, the number of persons belonging to said city or town, on said 1st day of May, between the ages of 4 and 16 years, and the said number must be certified by the oath of the Committee. The Committee must also certify under oath the amount of money which the town has raised by taxation, for the payment of the wages and board of the Teachers, and for fuel for the schools. *Ib. § 2.* The certificates of the Committee must be signed and sworn to by a majority of the Committee.

“3rd. It must, by its School Committee, have answered all the inquiries and filled all the blanks, contained in the Blank Form of Inquiries prepared by the Board of Education, and transmitted by the Secretary of State. *Ib. § 3.*

“4th. The School Committee of said town or city must have made a detailed report of the condition of the several Public Schools, within their jurisdiction, which report must contain such statements and suggestions in relation to said schools as the Committees may deem necessary or proper in order to promote the interests thereof. This report must be read in open town meeting, at one of the annual meetings of the town, or, at the discretion of the Committee, be printed for the use of the inhabitants of the town. The original report must be deposited in the office of the Town Clerk, and a certified copy of it be transmitted by the Committee to the Secretary of the Commonwealth, on or before the last day of April. *Ib. § 4.*”

"The Superintendent of Common Schools may designate and appoint any one of the Clerks employed by him to be his General Deputy, who may perform all the duties of the Superintendent in case of his absence or a vacancy in his his office." *Passed in 1841.*

"The Superintendent of Common Schools may appoint such and so many persons as he shall from time to time deem necessary, to visit and examine into the condition of Common Schools in any county where such persons reside, and report to the Superintendent on all such matters relating to the condition of such schools, and the means of improving them, as he shall prescribe; but no allowance or compensation shall be made to said visitors for such services." *Passed in 1839.*

"Any County Superintendent may be removed from office by the Superintendent of Common Schools, whenever in his judgment sufficient cause for such removal exists; and the vacancy thereby occasioned shall be supplied under his hand and official seal, until the next meeting of the Board of Supervisors of the county in which such vacancy exists. A copy of the order making such removals, specifying the causes there-

of, shall be forwarded to the Clerk of the Board of Supervisors, to be by him laid before the Board at their first meeting thereafter." *Passed in 1843.*

"The Superintendent of Common Schools, from year to year, shall be authorized to subscribe for so many copies of any periodical published at least monthly in this State, exclusively devoted to the cause of Education, and not partaking of a sectarian or party character, as shall be sufficient to supply one copy to each organized School District in the State; in which periodical the Statutes relating to Common Schools, passed at the present or any future Session of the Legislature, and the general regulations and decisions of the Superintendent pursuant to any law, shall be published gratuitously. The said periodical shall be sent to the Clerk of each District [Trustee Secretary—Treasurer] whose duty it shall be to cause each volume to be bound at the expense of the district, and the same shall be preserved in the District Library for the use of the district. The expense of such subscription, not exceeding *twenty-eight hundred dollars annually*, shall be paid out of the surplus income arising from the moneys deposited with this State by the United States." *Passed in 1841.*

We need scarcely say, that not one of these powers is possessed by the Superintendent of Schools in Upper Canada, who instead of expending two thousand eight hundred dollars of public money per annum for a monthly periodical, has gratuitously undertaken the labour of editing one himself, and publishing it upon his own responsibility. Were it necessary, other provisions of the New-York State Law might be quoted to the same effect with the above. It will thus be seen how groundless are the objections which have been made to the comparatively limited powers of the Superintendent of Schools for Upper Canada. It is painful to reflect that while our republican neighbours are gradually (as is shown by the dates of the several sections of their School laws quoted above,) building up their Common School system in all its departments, by stringent provisions of the law and ample Executive authority, there are not a few in Canada who profess to admire the educational institutions and intellectual progress, as well as general prosperity, of the United States, and yet are opposing those very provisions of our School Law to which the American people are so much indebted. We say American people; for the School Law of the State of New-York is the model of the School Laws of the other Northern States from Maine to Michigan—with two exceptions. Four out of six of the New-England States have lately provided for a General Superintendent or Commissioner of public Schools; and his powers are similar to those of the Superintendent of Common Schools in the State of New-York. In the newer States those powers are still more general and

effective, as the following Sections from the School Law of the State of Michigan, passed 1843, will evince. The first section relates to the duty of the Superintendent to make an annual report to the Legislature. The second and third sections are as follows :

"**SEC. 2.** The Superintendent of public instruction shall prepare and cause to be printed with the laws relating to primary schools, all necessary forms and regulations for conducting all proceedings under said laws, and transmit the same, with such instructions relative to the organization and government of the public schools, and the course of studies proper to be pursued therein, as he may deem advisable, to the several officers entrusted with their management and care.

"**SEC. 3.** Such laws, forms, and instructions, shall be printed by the person having the contract for the State printing, in pamphlet form, with a proper index; and shall also have annexed thereto, a list of such school books as the Superintendent shall think best adapted to the use of the primary schools, and a list of books containing not less than two hundred volumes suitable for Township Libraries, with such rules as he may think proper to recommend for the government of such libraries."

It is surprising to observe how far the citizens of the young State of Michigan are, in educational legislation, in advance of many professed advocates of universal education in the older Province of Upper Canada. What is there settled by common consent is here debated; what is there law, and that by universal suffrage, is here resisted, and that by persons who profess to write on the subject of education. Here we find persons "thinking as children, understanding as children, talking as children;" there, in a younger and even democratic country, they "have put away childish things," and think, and speak and act as men on the great question of educating the people.

In conclusion we have to observe, that as no difference of opinion has existed between the successive administrations of Government in regard to the necessity and importance of the office of Superintendent of Schools in regard to both Upper and Lower Canada, so no one can compare the powers with which that office has been invested in Upper Canada with those attached to it in Lower Canada or in any State of the neighbouring Republic, without perceiving that, so far from its powers being exorbitant, the powers of the Superintendent of Schools are more limited in Upper Canada than in any other State or Province in America; while multitudes in the various Districts of Upper Canada, and the correspondence and published documents which have emanated from the office since the present incumbent assumed its duties, are witnesses that it has been administered with perfect impartiality, without regard to religious sect or political party.

ADDRESS TO THE TRUSTEES OF COMMON SCHOOLS IN UPPER CANADA, BY THE CHIEF SUPERINTENDENT.

GENTLEMEN,—By the choice of your neighbours, and with the enlarged powers conferred on Trustees by the present School Act, and the longer period of their continuance in office, you are placed in a position to do more for the rising generation of your respective neighbourhoods than any other class of men in Upper Canada. With you rest both the power and responsibility of having your School-house suitably furnished, and the employment of a Teacher properly qualified, and worthy to teach your children the rudiments of these

branches of knowledge which they will be required to apply and practice in future life. If your School-house is comfortless and unfurnished, and if your School-master is inefficient, on you rests the responsibility,—while on the young will be entailed the evils of your conduct. If, on the other hand, your School is a central, intellectual, and moral light to your Section, to you will the honor of it be due, and on you will be showered the grateful acknowledgements of an enlightened rising generation. I utter, then, but the plea of your own children, and of posterity, when I entreat you to spare neither labour nor expense to establish in your Section a thoroughly good School. Whatever else may be bad, let the School be good; whatever else may be overlooked, let nothing appertaining to the efficiency of the School be neglected. It is the greatest benefit you can impart, and the best legacy you can leave to those who shall succeed you.

To furnish you with a few hints for the most advantageous exercise of your official powers and personal influence in this noblest work of an enlightened people, is the subject of the present Address.

1. And here I cannot but deeply regret that, although the new School Act increases the powers of Trustees, and consequently enlarges the sphere of their duties; yet it has not made one addition to their powers which is essential to their security against frequent embarrassments and difficulties, and to the complete efficiency of their office. Trustees are required to employ the Teacher, and are officially responsible for his salary, and individually so, if they do not exert to the utmost their legal powers to collect it. The Trustees ought, therefore to be invested with ample powers to enable them to fulfill their engagements; and the more so, as they receive no pecuniary remuneration for their services. The present law authorises them not only to provide for a Teacher's salary by subscription, if they choose, but to impose a rate bill by the *quarter* upon the parents or guardians sending their children to the school. This is some improvement upon the former law, which required the rate bill to be imposed *per day* for the attendance of pupils—thereby strengthening the temptation to keep children at home, and to withdraw them from the school towards the termination of the quarter, when an increase of the rate bill was apprehended; and thus increasing the embarrassment and lessening the resources of the Trustees, while their engagements remained binding and unchanged. But, though the present law places Trustees in somewhat better circumstances in this respect than the preceding one, it fails to do them the justice which was contemplated when it was introduced into the Legislature. It was proposed to authorise the Trustees of each School Section to impose a rate bill on all the inhabitants of such Section, according to property. With the aid of such a provision, the Trustees could calculate with certainty their resources when engaging the Teacher—and could at a less individual expense provide more amply for all the Common School interests of their Section. Thus would the chief temptation, on the part of parents to keep their children from the school, be removed, and a strong inducement furnished to every parent in the School Section to send his children to school: thus would the most efficient barrier against divisions or rival schools in School Sections be provided; thus would the poor man, by paying according to his means, have an equal chance with the rich man for the Common School Education of his children, and each man would be required to support the public interest of elementary education according to the property which he has acquired and enjoys in the country. Such

is the principle acted upon in the best educated States of the American Republic, and in all universally educated countries ; and, apart from the public importance of it, nothing can be more equitable to Trustees themselves. All who have a like voice in electing them ought to be alike bound by their official acts ; and the Trustees ought not to be thrown upon chance to fulfill obligations which they are compelled to incur by virtue of an office to which they are elected by the whole community.

2. I lament that this vital principle of the universal education of the people is yet unacknowledged in our School Law in respect to Trustees ; that in the mean time Trustees are often exposed to much difficulty and sacrifice in making up the promised salary of the Teacher, and that Teachers are sometimes subjected to the loss of a large portion of the small remuneration anticipated by them. But still Trustees are not without a remedy even in this respect. By a new Statute, District Councils are empowered to impose an assessment at their discretion upon any one or all the School Sections of their respective Districts *for the salaries of Teachers*, as well as for the building and repairing of School-houses and for Common School purposes generally. The Trustees of any Section can, therefore, apply to their Council to impose an assessment upon their Section for any sum they may agree to pay their Teacher over and above the amount of the School Fund available for their assistance. This has already been done with success by a number of Trustee corporations in several districts ; nor can any District Council reasonably reject an application of this kind from the legal and chosen representatives of a School Section ; for in such a light ought Trustees to be undoubtedly considered.

3. The office of Trusteeship continuing for three years, instead of one, as heretofore, will give more stability to Trustee Corporations, and more strength and uniformity to their proceedings, while the annual election of one of the three members of the corporation will secure a proper conformity to the prevalent wishes of each School Section. One of the happy effects of this triennial, instead of annual, election of Trustees in the neighbouring State of New-York has been, to diminish contention and division in School Sections ; and one of the most serious social evils attending local school proceedings in Upper Canada have been such contentions and divisions.

4. A disagreement about the location of a School-house, or the employment of a particular Teacher, and sometimes a less important occurrence, has led to the division of a School Section, and thus inflicted a paralyzing impotency upon each of its parts. Such a dismemberment of a School Section into hostile parties, and rival schools, though it may leave the body, drains out its life-blood. Each party is too weak to have a good school ; whereas a spirit of forbearance and compromise, averting the evil, would double the common fund of knowledge for each child, and would greatly lessen the expense to all parties concerned. The prosperity of the system not only requires labour, but also a conciliatory disposition, and, oftentimes, a little sacrifice of personal preferences. It is to be hoped, that School Trustees will always act in this spirit,—which is by no means incompatible with proper decision and firmness. Then, on the other hand, every lover of good order in the community—apart from other considerations—ought to sustain the Trustees in their authority and duties. In all free communities, where the elective principle prevails in local affairs, the minority must submit to the majority in affairs included within the legitimate provisions of the social compact. If not, there is an end to public

order and personal safety, and anarchy reigns in wild confusion. Trustees are the legally elected administrators of the school affairs of each School Section. If they do badly, they may and should be superseded by others; but, while they are in office, they are in the school affairs of the section, *the powers that be*—made so by the choice of their neighbours—and should, therefore, be submitted to by the minority, as well as majority, of their constituency. They contract engagements and perform much labour, without any pecuniary remuneration, in behalf of the community which they represent, and by its undivided interest they ought to be supported. An efficient public School system in a free country cannot be sustained in any other way. Every person, then, who would not sanction the principle of disorder in the community, every friend to efficient public Schools, and to legitimate authority, ought to discountenance all opposition Schools in School Sections, and sustain the legally chosen Trustees in their energetic and important office. Where School Sections are too extensive, or too populous for one school, let an application be made to the Council for their division as the law directs; but let them not be subdivided and enfeebled by the spirit of party, and against public order.

5. The state, furniture, and appendages of the School-house require the particular attention of Trustees. They do not, indeed, constitute a good school, any more than the warmth and furniture of a private house constitute a good household; but they are essential to the comfort and advantageous industry of the inmates. The character, and condition, and furniture of the School-house, is the most obvious test of a people's estimate of their children's education.

6. Frequent changes of School Teachers are injurious no less to schools than to Teachers themselves. Acquaintance with the disposition, abilities, and habits of pupils is essential to the Teacher's full success; nor is a child's acquaintance with a Teacher of much less importance to its successful application. Every Teacher has his own modes of thinking, explaining, illustrating, admonishing, &c.; and a familiarity with them is of no small advantage to pupils, whose time ought not to be wasted in learning new modes of new Teachers, instead of prosecuting their studies without distraction or impediment, as they have commenced them. A teacher ought not to be changed without a strong necessity; that is, provided he is competent and industrious. Otherwise, the sooner an incompetent, or indolent, or vicious Teacher is changed, the better; for such a Teacher is a scourge, rather than blessing to any neighbourhood. But a good Teacher is almost above price, and ought to be retained or sought for as the most valuable of prizes.

7. It is not, however, to be forgotten, that if Trustees would procure and retain a good Teacher, and if they would render his labours successful, three conditions are necessary,—to pay, to respect, and to co-operate with him. It is in vain to look for ability and attainments in a profession which is not well supported; and no profession will be wanting in ability and attainments which is well supported. The fault is, therefore, with employers, if there be not competent School Teachers; and with employers is the remedy for the incompetency of Teachers. If Trustees will, therefore, guarantee the *punctual* payment of a competent support, they will not want a competent Teacher. It is true, that both moral and patriotic considerations favour the profession of School-teaching; but they ought not to be paralyzed by anti-patriotic and

immoral selfishness ; and such considerations ought to operate upon the employer as well as the employed. The law comes in to the aid of this requisite of good Teachers and good Schools,—so far as punctuality of payment is concerned,—and requires it on the part of Trustees in order to their being entitled to their apportionment of the Legislative grant.

8. Equally do Trustees and parents consult the interest of their children by treating the Teacher with proper respect—the respect which their children must entertain for him, in order to be benefited by his instructions—the respect due to an instructor of youth—to one authorised and employed to form the mind of the rising generation. Children will not respect a Teacher more than their parents ; and disrespectful remarks of parents relating to the Teacher have often destroyed his authority and paralyzed his exertions in governing and instructing their own children.

9. Nor should Trustees and parents stop short of decidedly and cordially co-operating with the Teacher. Having done their best to secure a good Teacher, they have but commenced the school part of their duty to their children and their country ; and they will lose no small part of the value of the Teacher's services, if they do not evince an interest in the school, and in the plans and labours of the Teacher—if they do not support the necessary arrangements for the general good of the school—promptly and cheerfully supply the required books—secure the constant and punctual attendance of the children—see that their children are cleanly in their persons and decently clothed—do not judge the Teacher on the testimony of their children, who are interested and incompetent witnesses in several respects—not speak disapprovingly and disparagingly of the Teacher in the presence of their children—govern their children properly at home, and see that they learn their appointed lessons and exercises, if they hope to enable the Teacher to govern and teach them successfully in school. It should be remembered, that the efficiency of a school depends little less on the parents than on the Teacher ; and that the success of the best and most laborious Teacher must be very limited without such co-operation on the part of Trustees and parents. It is also to be observed, that the Teacher is responsible to *the Trustees*, and that through them alone individual parents have a right to interfere with him. These relations of parents with the school, Trustees should strongly impress whenever necessary. That school is likely to be most efficient in every respect where Trustees, parents, and Teacher act as *partners*—each keeping his own place and performing his own share of the work,—all mutually sympathizing with each other, and alike interested in the common object of educating the youth.

10. It is important that the School Register be regularly and carefully kept. This Register is the history of the every-day conduct of each pupil in the School, and shows the studies which the pupils are severally pursuing. The second clause of the 28th Section of the Act makes it the imperative duty of the Teacher “to keep the daily, weekly, and quarterly registers of the School, according to the regulations and forms which shall be prepared by the Superintendent of Schools ;” nor is any Teacher entitled to the payment of his salary who neglects to comply with this and other provisions of the law. No Superintendent or School Visitor can form any idea of the general state of a School in which such registers are not kept. There are usually three distinct forms—one for the daily, one for the weekly, and one for the quarterly register ; but for the greater convenience of Trustees and Teachers, I have combined

11. The Act requires Trustees "to select from a list of books, made out by the Board of Education, under the sanction of the Governor-General in Council, the books which shall be used in the School;" and in no one particular can Trustees more effectually secure a saving of the time of their children and of the Teacher, and ultimately a saving of money, than by not consenting to the buying hereafter of any other books for use in the Schools than the cheap and unrivalled series of National School Books, and others, which have been recommended by the Board of Education, as also by several District Councils, and which are already in use in so great a proportion of Schools in Upper Canada.

12. On the all-important subject of the constitution and government of Schools in respect to Religious Instruction, I beg to refer you to the Book of Forms, Regulations, &c., chapter vi. section 6. The law carefully guards against any interference with the rights of conscience by expressly providing that no child shall be compelled to read any religious book or to join in any exercise of devotion to which his or her parents or guardians shall object. But by this restriction, the Law assumes that which has been considered by many as above civil authority to enact—which has been enjoined by Divine authority—the provision for religious exercises and instruction in the Schools. The Government does not assume the function of religious instructor; it confines itself to the more appropriate sphere of securing the facilities of religious instruction by those whose proper office it is to provide for and communicate it. The extent and manner in which this shall be introduced and maintained in each School is left with the Trustees of each School—the chosen guardians of the Christian educational interests of the youth in each School Section. If Trustees employ a drunken, a profane, and an immoral Teacher, they act as anti-christian enemies, rather than as Christian guardians of the youth of a Christian country; and if the atmosphere of Christianity does not pervade the School, on the Trustees chiefly must rest the responsibility. On the fidelity with which this trust is fulfilled by Trustees, are suspended, to a great extent, the destinies of Upper Canada.

13. Before concluding, I think it proper to answer an objection which has been frequently made against our present School system, that the duties of Trustees are too numerous and difficult. This objection seems to have been made without examination or thought; and a moment's reflection will show that the duties of Trustees can be neither fewer nor more simple, than those

"In another part of the book provided by the Trustees, and towards the end of it, the Teacher will enter the days on which the School has been inspected, in the form of a memorandum, as follows:—

"Account of Inspections of the School in District No. .

"November 1, 1841. The School was inspected by the County Superintendent, and by William Jones, Town Superintendent.

"December 1, 1841. The School was inspected by the County Superintendent alone.

"To this also, an oath or affirmation of the correctness must be added in the following form:—

"A. B. being duly sworn, (or affirmed,) deposes that the foregoing is a true account of the days on which the School in District No. , in the town of , was visited and inspected by the county and town superintendents respectively, during the quarter commencing on the day of 184 .

Teacher.

"Sworn (or affirmed) and subscribed this }
day of 184 , before me. }

required by law, in connexion with any system of public education. In the first place, the duties of Trustees are fewer in Canada than under the law of any one of the neighbouring States. In the next place, no duty is enjoined upon Trustees by our law which is not essential to the office which they occupy. 1. They must have a school-house in proper repair. To build a school-house, they must either petition their Council for an assessment, or circulate a subscription; and to repair and furnish a school-house, they must do the same, or impose a rate-bill. This requires a form; and such a form is provided in the printed Regulations. 2. Trustees must agree with a Teacher; and to aid them in this essential part of their duty, a form of agreement is provided in the printed Regulations referred to. 3. Trustees must provide for the Teacher's salary; this requires a subscription, or a rate-bill and a warrant for its collection; and a printed form is provided to aid Trustees in this part of their duty also. 4. Trustees are authorised to select, from a list provided, text-books for their schools; and such a list of the best and cheapest books has been prepared according to law. 5. Trustees must give their Teacher orders upon the District Superintendent for the School Fund apportioned to aid them; and a form of orders for their convenience is likewise provided. 6. It is necessary that Trustees should report the state of their school and the school population of their section, in order that it may be known whether they are entitled to continued assistance from the School Fund, and to what amount. This requires an annual report; and a form of such report has been provided; and even a blank report for each set of Trustees throughout Upper Canada; and it has furthermore been provided by law, that the School Teacher shall act as Secretary to each corporation of Trustees in preparing their annual report, if they shall require him to do so, either on the ground of their own incompetence or disinclination to prepare it themselves. Now, it is obvious to every thinking and practical person, that not one of these duties of Trustees can be dispensed with, and a school kept in efficient operation and public moneys duly accounted for. It is true, that the plainest and most necessary provisions of any law, are not always easy to be administered while they are new, even when expounded by learned judges, and argued by learned counsel; and this is especially the case with the School law, which must be administered by, as well as for, the people generally. But, as is the case with learning to walk or read, a little practice will make plain and easy what was at first apparently intricate and difficult.

14. Finally, permit me, gentlemen, to conclude this brief address as I began it, by reminding you of the dignity and responsibility of your office; an office excelled in dignity and importance by no other civil trust in the land. It is the office of the Justice of the Peace to repress crime, to commit offenders, to maintain the authority of law; it is your office to prevent crime, to implant the principles of order and industry, to make virtuous and intelligent men; not to command a company or a regiment, but to develop mind and form character; not to buy and sell articles of merchandise, but to provide clothing, and food and wealth for the intellect and the heart. Of all others, Trustees should, indeed, be the "select men" of the land. The people should, therefore, seek fit and proper Trustees with as much care and solicitude, as they would seek proper representatives in the Legislature; and every man invested with the office of School Trustee should spare no pains to qualify himself for its duties, and to fulfil with faithfulness and public spirit the sacred trust committed to

him. God, his country, and posterity will sit in judgment on his conduct. He acts for those who will live after him ; he should, therefore, act generously and nobly ; and those who shall be benefitted by his labours, will rise up and call him blessed.

I remain, Gentlemen,

Your faithful servant,

EGERTON RYERSON.

Education Office, Toronto, February, 1848.

RESPECT FOR SCHOOL TEACHERS THE INTEREST OF SOCIETY.

Education, as a profession, obtains but little respect from society, and confers no social advantages on its members. To a very few, such as dignitaries of universities, head-masters of ancient and endowed schools, and to such as by a knowledge of the arts of managing parents acquire wealth, it may be considered to give a certain rank. High character, knowledge, and breeding command a degree of respect wherever they are found. But of the great body of those engaged in teaching, some hold an equivocal position ; and the majority, who are employed in the nominal instruction of the children of the poorer classes, are not removed from the level of those classes.

Can it be necessary to show that this state of things is fatal to the best interests of society ? What is there that men desire or hope for that is not involved in the question, whether this shall be changed. We have seen how the happiness of the individual, and therefore of society, depends on the formation of moral habits in early life ; how the seeds of virtues or vices are sown in early education ; and how powerful an impulse towards good might be given, by a course of treatment founded on the laws of the human constitution. We have seen that good education requires, above all things, good Teachers ; that the best system that human ingenuity can devise must be worthless until it is realized in the intellect and moral habits of a man fitted to work it ; and, therefore, that the first step in educational improvement must be to call into existence a class of real educators, imbued with the most enlarged views of the objects of education, and animated by an enthusiastic attachment to their profession as the noblest department of human exertion. If the contempt with which this kind of mental labour is regarded, be a barrier to such improvement, what can be deeper than the interest of society in its removal ?—what is the end of its manifold struggles for a better state, if this great matter be neglected ? Wealth may pay some for the happiness they lose in acquiring it—fame and high station may reward a few for the affections they have flung aside, and the moral restraints they have trampled on, in their ascent ; but what interest can the mass of society have, if not in the elevation and refinement of their minds ? What happiness can men desire so great as to have their children grow up in intelligence, and affection, filling their homes with gladness, making the fire-side a circle of unfading smiles—a refreshment for exhaustion—a refuge in reverses—a bright revelation of a better world ? Education is the indispensable condition of social improvement. The imperfections of government will continue, and political contests be mere party struggles until the universal people are made capable by education, not only of obtaining but of exercising

power. Criminal legislation may vary its punishment—its separate and silent systems—without diminishing the masses of corruption and crime. The Schoolmaster alone, going forth with the power of intelligence, and a moral purpose, among the infant minds of the community, can stop the flood of vice and crime at its source, by repressing in childhood those wild passions which are its springs. Nay, often will the mature mind, hard as adamant against the terrors of the law, and the contempt of society, be softened to tears of penitence, by the innocence of its educated child speaking unconscious reproof.

Education is, in truth, the first concern of society, and it ought to have the energies of society's best minds. The Athenians, who had glimpses of whatever was most glorious, did in this matter leave mankind a great example. Teaching was the honourable occupation of their greatest men. The brightest minds of Athenian Philosophy were the instructors of Athenian youth; so keenly was the truth felt, that the mature intelligence and moral power, acquired in the struggles of a distinguished life, could perform no higher function than that of rearing up the same precious fruits in the rising minds of the community. Education should be esteemed a liberal and learned profession, and the most honourable of all. The skill to relieve bodily diseases, however comprehensive a knowledge of nature it may require, cannot deserve so high a rank. Nor do the interpretation of law, and the contentions of the courts, however acute the intelligence and extensive the learning they call for, deserve, nor would they receive, from an enlightened public opinion, the same estimation. Still less is the trade of war and blood entitled to such honour. Education deserves the foremost rank, and will one day receive it. But, even, if it received less than its deserts,—if it was only raised to an equality with the other learned professions,—the improvement of society would receive a powerful impulse. It would be looked to not as a temporary resource, but as an occupation for life. Many, with a liking for it, would give way to their enthusiasm, when it did not cost the sacrifice of all other tastes and habits. The science would be earnestly studied by hundreds of minds, and would be carried forward every day with effects to society altogether incalculable.—*Prize Essay by John Lalor, Esq., under the sanction of the London Central Society of Education.*

COMMON SCHOOL LIBRARIES.

The page of history furnishes few examples where a government has as well subserved the just and paternal ends of its creation, as did the State of New-York, in providing that libraries of sound and useful literature should be placed within the reach of all of her inhabitants, and rendered accessible to them without charge. This philanthropic and admirably conceived measure may be justly regarded, as next to the institution of Common Schools, the most important in that series of causes, which will give its distinctive character to our civilization as a people. The civilizations of ancient and modern times present a marked distinction. While the former shot forth at different epochs, with an intense brilliancy, it was confined to the few; and the fame of those few has descended to us, like the light of occasional solitary stars, shining forth from surrounding darkness. The ancient libraries, though rich in their stores and vast in extent, diffused their benefits with equal exclusiveness. The Egyptian peasant who cultivated the plains of the Nile, or the artisan

who wrought in her princely cities, was made neither wiser nor better by the locked up treasures of the Alexandrian; and though the Grecian, Roman, and even Persian commanders plundered hostile nations of their books, no portion of their priceless wealth entered the abodes of common humanity, to diffuse intelligence and joy.

The art of printing first began to popularize civilization. To make it universal, however, it was necessary that all should be taught to read. The Common School supplies this link in the chain of agencies. But another was yet wanting. Not only must man be taught to read, but that mental aliment to which reading merely gives access, must be brought within his reach; and it is surely as wise and philanthropic, indeed, as necessary, on the part of government, to supply such moral and intellectual food, as to give the means of partaking of it, and an appetite for its enjoyment. Without the last boon, the first would be, in the case of the masses, comparatively useless,—nay, amidst the empty and frequently worse than empty literature which overflows from our cheap and teeming press, it would oftentimes prove positively injurious. In the language of the philosophic Wayland, “we have put it into the power of every man to read, and read he will whether for good or for evil. It remains yet to be decided whether what we have already done shall prove a blessing or a curse.”

New-York has the proud honour of being the first government in the world, which has established a free library system adequate to the wants and exigencies of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the labourer, offering him amusement and instruction after his daily toil is over, without increasing his fatigues or subtracting from his earnings. It is an interesting reflection that there is no portion of our territory so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him, with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization.

A colonial nation, we inherited the matured literature of England: but in our country as in that, this literature has not extended to the masses. In instituting a general library system, we create, or rather put in circulation, the first really popular literature, beyond that contained in the newspaper, and in the books of the Sunday-school. Can any one doubt then, that we have reached a point or phase in our civilization which demands the exercise of a provident care, an anxious, if not a timid circumspection?—*Annual School Report.*

STATISTICAL REPORT OF SCHOOLS IN THE NIAGARA DISTRICT.

Education Office, N.D., Fonthill, Feb. 1848.

Sir,—I have the honor to submit through you for the consideration of the Niagara District Municipal Council, the following special Report upon the number and condition of the Public and Private Schools in this District for the year 1847.

Comparisons with the returns for 1846 have been made in several items, but the returns for that year embraced so little information, that the comparison could not be extended any farther.

Hereafter we shall be able to determine with accuracy, each year, our exact position with regard to Education in the District and our progress.

School Sections.—There are in this District 181 School Sections; of that number 145 are wholly within one Township, and 36 are Union Sections, that is, sections composed of parts of several Townships.

Of the Union Sections, 2 are composed of parts of four Townships; 3 of parts of three Townships, and 31 are composed of parts of two Townships.

School-houses, Titles, &c.—There are 180 Public School-houses in the District; of that number 14 are Brick, 5 are Stone, 128 are Frame, and 43 are Log School-houses. It may be remarked, however, that three Sections have returned two, and one Section three School-houses; hence there are five Sections without any School-houses.

Titles.—Of the Titles under which the School Sites are held—73 are Freehold, and 46 are Leasehold; leaving 62 School Sections without any titles for School Sites.

Number of Schools.—There have been kept open during some part of the year 1847—183 Public Schools, besides the Schools under assistant Teachers. Number of Schools in 1846, 180; increase in favour of 1847, 3 schools.

Number of Children at School Age, Attendance, &c.—The number of Children between the ages of 5 and 16, resident in the District, on the 31st December 1847, was 13,172; number resident 31st December 1846, 13,022; increase in favour of 1847, 150.

Attendance.—The number of Children attending the Public Schools during the whole or some part of the year 1847 was 8,948; the number attending those schools in 1846 was 7,563; increase in favour of 1847, 1,385; of the number attending school during 1847, 5,082 were boys, and 1,815 were girls.

The average attendance of pupils during the summer term was 4,075; of that number 2,731 were boys, and 1,788 were girls.

The average attendance of pupils during the winter term was 1,519; of that number 2,731 were boys, and 1,788 were girls.

Number of Pupils in Classes.—Of the whole number of pupils in school 1,449 were in the first class, 1,356 were in the second class, 1,460 were in the third class, 1,316 were in the fourth class, and 587 were in the fifth class—in Reading.

Of the whole number of pupils in school, 1,218 were in the first four rules; 873 were in the Compound Rules and Reduction; and 637 were in Proportion, and above—in Arithmetic.

Of the whole number of pupils in school, 1,043 were in Grammar, 977 were in Geography, 182 were in History, 3,336 were in Writing, 60 were in Book-keeping, 29 were in Mensuration, 29 were in Algebra, and 292 were in other studies.

Teachers, Length of Time Taught, &c.—The Public Schools were kept open by qualified Teachers, 1395½ months during the year 1847; length of time kept open in 1846, 1270½ months; increase in favour of 1847, 125½ months.

The whole number of qualified Teachers employed in Public Schools during the year 1847 was 253 ; of that number 183 were male Teachers, and 70 were female Teachers.

Apparatus and School Requisites.—There were used in the Public Schools of the District for 1847 ; 51 large Maps (to hang upon the wall,) 45 Black Boards, 10 Globes, 3 Clocks, 1 set Mathematical Blocks, and Orrery.

School Moneys.—The whole sum of School money received by me during the year 1847, including Government Grant, payments made by Township Superintendents, and Collectors, was £3346 16s. 1½d. ; of that sum £2342 10s. 10½d. was paid out to Teachers of the Public Schools, during the said year, leaving a balance in hand on the first day of January of £1004 5s. 3½d.

That balance consisted principally of the School Assessment for 1847, paid in by Collectors in the month of December, and which did not become available by Teachers until in January. It is, with other moneys since received, being paid out daily, and will appear in the accounts and Report for 1848.

PRIVATE SCHOOLS.

Niagara Grammar School.—Dr. Whitelaw, Teacher ; Mr. George Malcolmson, Assistant. This School is kept in the Town of Niagara and is well conducted. Number of pupils in the Register, 40 ; of these 25 are Latin, 6 are Greek, and 10 are Mathematical scholars.

Branches Taught.—English Grammar, Writing, Arithmetic, Geography, Book-keeping, Mathematics, Latin and Greek.

This School has been established a long time, and it is to be regretted that no School-house has ever been provided for it.

Niagara Classical School.—Rev. Dr. Lundy, Master : — — —, Assistant.

This School is also kept in the Town of Niagara, and is conducted with much ability. Number of pupils in the Register 17. Branches taught :—English, French, Latin and Greek languages, Writing, Arithmetic, History, Geography, the Elements of plane Geometry, and Algebra. School-house rented, private property.

There are also in the Town of Niagara the following Private Schools :—

No. 1.—Taught by the Misses Burgess, assisted by Miss Marshall. Average number of pupils 30. Branches taught : the ordinary branches of an English Education and the French language, Music, Drawing, and ornamental Needle-work.

No. 2.—Mrs. Spink, Teacher. Average attendance, 20. Branches taught : Reading, Writing, Arithmetic, Geography, English Grammar, and History.

No. 3.—Mrs. Willson, Teacher. Average attendance, 23 ; all juveniles.

These Schools are all well conducted.

St. Catharines Grammar School.—Wm. F. Hubbard, A.M., Principal ; Rev. Wm. Hewson, Assistant. This School is kept in the Town of St. Catharines, in the building formerly known as the “Grantham Academy,” and is in a flourishing condition. Average attendance, 80 ; 25 in the Classical and 55 in the primary department.

The following Schools under the charge of Female Teachers, were also kept open in St. Catharines during the past year :—

No. 1.—Miss Thorpe, Teacher. Average attendance, 25. Branches taught : Reading, Writing, Arithmetic, Geography, the English and French language, and Music.

No. 2.—Mrs. Paffard, Teacher. Average attendance, 30. Branches taught : Reading, Writing, Arithmetic, Geography, the English and French languages, and Drawing.

No. 3.—Miss Forrest, Teacher. Average attendance, 34. Branches taught : Reading, Writing, Arithmetic, Geography, and the English language.

No. 4.—Miss Eddy, Teacher. Average attendance, 24. Branches taught : Reading, Writing, Arithmetic, Geography, and English Grammar.

No. 5.—Miss Taylor, Teacher. Average attendance, 18. Branches taught : English Branches.

No. 6. Miss Seaman, Teacher. Average attendance of pupils, 25 ; all females. Branches taught : Reading, Writing, Arithmetic, Geography, and English Grammar.

A School was kept open at Beamsville during a part of the year 1847 by the Rev. Mr. Close. Average attendance —. Branches taught : Reading, Writing, Arithmetic, Geography, Mathematics, English, Latin and Greek languages. Mr. Close bears a high reputation as a Teacher.

A good School was kept open the past year in the Township of Dunn, by Mr. Jukes. Branches taught : the English, Latin and Greek languages, and Mathematics. Owing to that gentleman's absence from home during my visit to the Township of Dunn, I was unable to gather any farther particulars with regard to his school.

A Private School was kept open in the Township of Humberstone, and supported principally by some Prussian settlers. Number of pupils on the Register, 36. This School operated much to the prejudice of the Public Schools in its neighbourhood.

The following Private Schools were kept open in the Township of Stamford :

No. 1.—Rev. J. Russell, Teacher. Average number of scholars, 6. Branches taught : the Classics and Mathematics. School kept in Stamford Village.

No. 2.—A Classical School was kept at the "City of the Falls," by a gentleman whose name I did not ascertain. Average attendance, 15.

No. 3.—Mrs. Latshaw, Teacher. Average number of pupils, 20. Branches taught : Reading, Writing, Arithmetic, Geography, the English and French languages, Drawing and Music. School kept at Drummondville.

No. 4.—Miss Huzzy, Teacher. Average attendance, 12. Branches taught : the same as in Mr. Latshaw's School, except the French language and Music. School kept in Drummondville.

GENERAL RESULTS.

The past year having been the first year of the operation of the School Law, it is scarcely prudent to venture an opinion, as to its practical working.

It may be remarked, however, that the foregoing statistics, compiled from the official reports of School Trustees, compare very favourably with the returns for 1846.

It will be seen that the increase in the number of the Public Schools of this District, over the year 1846, was in the ratio of $1\frac{1}{2}$ per cent; the increase in the number of months taught by qualified Teachers was nearly 10 per cent; and the increase in the number of children, attending said schools, was 18 per cent.

I cannot close this Report without remarking, that the several Boards of School Trustees have invariably given evidence of a strong desire to discharge their various and onerous duties with efficiency, and that their Annual School Reports, though in a form entirely new to them, have, with few exceptions, been made up with accuracy, and forwarded with promptness.

Hoping that this brief Report may be found of some value to the Municipal Council, by enabling that Body, in future years, to determine the comparative condition of the Public and Private Schools in the District, and the progress of Education therein,

I remain, with high respect,

Your most obed't Servant,

D. D'EVERARDO,

S. C. S. N. District.

DAVID THORBURN, Esquire,

Warden Niagara District, Niagara.

SELECTIONS FROM ANCIENT AND MODERN EUROPEAN AUTHORS.

Thinking.—Thinking leads man to knowledge. He may see and hear, and read and learn whatever he pleases, and as much as he pleases: he will never know anything of it, except that which he has thought over, that which by thinking he has made the property of his mind. Is it then saying too much, if I say that man, by thinking only, becomes truly man. Take away thought from man's life, and what remains?—*Pestalozzi.*

On Education.—I think we may assert that in a hundred men, there are more than ninety who are what they are, good or bad, useful or pernicious to society, from the instruction they have received. It is on education that depends the great difference observable among them. The least and most imperceptible impressions received in our infancy, have consequences very important, and of a long duration. It is with these first impressions, as with a river, whose waters we can easily turn, by different canals, in quite opposite courses, so that from the insensible direction the stream receives at its source, it takes different directions, and at last arrives at places far distant from each other; and with the same facility we may, I think, turn the minds of children to what direction we please.—*Locke.*

Common Sense.—It is in the portico of the Greek Sage, that that phrase has received its legitimate explanation; it is there we are taught that "common sense" signifies "the sense of the common interest." Yes! it is the most

beautiful truth in morals, that we have no such thing as a distinct or divided interest from our race. *In their welfare is ours*, and by choosing the broadest paths to effect their happiness, we choose the surest and the shortest to our own.—*E. L. Bulwer.*

Nature and Education.—I think that as in bodies some are more strong, and better able to bear fatigue than others; even so among minds may be observed the same difference; some of them being by nature endowed with more fortitude are able to face danger with greater resolution. For we may observe that all who live under the same laws and follow the same customs are not equally valiant. Nevertheless I doubt not but education and instruction, may give strength to that gift nature has bestowed on us. The same difference is likewise observable in every other instance; and so far as any man exceedeth another in natural endowments, so may he proportionably, by exercise and meditation, make a swifter progress towards perfection. From whence it follows, that not only the man to whom nature hath been less kind, but likewise he whom she hath endowed the most liberally, ought constantly to apply himself with care and assiduity, to whatsoever it may be he wishes to excel in.—*Socrates in Xenophon.*

Normal School Training.—Those seminaries for training Masters, are an invaluable gift to mankind, and lead to the indefinite improvement of education. These training seminaries would not only teach the Masters the branches of learning and science they are now deficient in, but would teach them what they know far less—the didactic art—the mode of imparting the knowledge which they have, or may acquire; the best method of training and dealing with children in all that regards both temper, capacity, and habits, and the means of stirring them to exertion, and controlling their aberrations—*Lord Brougham.*

Plutarch's opinion of Parents who employ ignorant Teachers for their children.—"There are certain fathers now-a-days," says he, "who deserve that men should spit upon them with contempt, for intrusting their children with unskillful Teachers,—even those, who, they are assured beforehand, are wholly incompetent for their work;—which is an error of like nature with that of the sick man, who, to please his friends, forbear to send for a physician that might save his life, and employs a mountebank, that quickly despatches him out of the world. Was it not of such, that Crates spake, when he said, that if he could get up to the highest place in the city, he would lift up his voice, and thence make this proclamation:—"What mean you, fellow-citizens, that you thus turn every stone to scrape wealth together, and take so little care of your children,—those, to whom one day you must relinquish all? Many fathers there are," continues Plutarch, "who so love their money and hate their children, that lest it should cost them more than they are willing to spare, to hire a good master for them, rather choose such persons to instruct their children as are of no worth,—thereby beating down the market, that they may purchase a cheap ignorance." He then relates the anecdote of Aristippus, who, being asked by a sottish father, for what sum he would teach his child, replied, "a thousand drachmas." Whereupon the father cried out, "Oh, I could buy a slave at that rate!" The philosopher replied,—"*Do it then, and instead of one thou shalt purchase two slaves for thy money,—him, whom thou buyest, for one, and thy son for the other.*"

Popular Instruction.—To instruct mankind in things the most excellent, and to honour and applaud those learned men who perform this service with industry and care, is a duty, the performance of which must procure the love of all good men.—*Xenophon.*

Importance of Education.—All who have meditated on the art of governing mankind, have been convinced, that the fate of empires depends on the education of youth.—*Aristotle.*

SELECTIONS FROM LOCAL REPORTS OF COMMON SCHOOLS IN MASSACHUSETTS.

Education is the life of the State.—It is the grand safeguard of public liberty. It is the cheapest mode of preserving order. It is an old maxim in the family, that it is better and pleasanter to pay the butcher than the doctor,—pleasanter to labour in order to feed a healthy and hearty family, than to toil for the payment of medicines and drugs; and with equal truth may it be said, that it is better to pay the schoolmaster than the jailer,—better to maintain the school than the prison; and there seems to be no choice for a community but between these two.

Importance of selecting good Teachers.—Much depends upon a right selection of Teachers. No school can prosper without *good Teachers.* A bad tree may as well bring forth good fruit, as a bad Teacher make a good school. A good Teacher combines in himself an assemblage of qualities not often found in the same individual. A familiar knowledge of all the required studies, aptness to teach, tact in management, decision mingled with gentleness and suavity, impartial justice, elevated moral sentiments, self-control, patience, energy, pleasure in the employment, a kind and cheerful disposition, and an ability to infuse into the youthful mind an enthusiastic desire of progress in knowledge and goodness. Perhaps there are few, if any Teachers, who unite in their own characters all the qualities described. We have some, however, who, besides being abundantly competent to fill their stations with honour, devote themselves to their work with an almost self-sacrificing assiduity. It is the true policy of the town to give each and all their Teachers honourable compensation, and insist upon a high order of services. And if, at any time, there are any, who, from constitutional infirmity or other causes, are manifestly unable to meet the just expectations of their employers, neither they nor their friends ought to take it unkindly, that their places should be supplied by others. All persons are not equally qualified for all duties; a man may be a good man, but a poor Teacher. Better that a single individual should suffer temporary disappointment in the failure of cherished hopes, than that a whole school should lose those golden days which are properly devoted to improvement, and to laying the foundations of usefulness and happiness, and which, once lost, can never be recalled.

On Parents attending School Examinations.—Your committee have observed, from year to year, the beneficial influence of the attendance of parents at the examination of the schools. In some districts, but few attend the examination.

In those districts where, for a succession of years, many of the parents and friends of the children have made it an object to attend the closing examination, the school has shown a decided improvement, and has gained a superiority over others not thus favoured. The interest of the scholars has been increased. A laudable ambition has been augmented. And the school has generally been more prosperous in every respect.

Objection to supporting Schools according to Property answered.—But other men have no children, therefore they should not be taxed for the support of Common Schools. The poor man has all the children, and he may educate them the best way he can. But did it never occur to these men, that the safety of the public liberties, of the institutions which secure the possession and benefits of property to its owners and render it productive, and the diffusion of that morality which is essential to all the blessings of society, demand the general diffusion of knowledge among the great mass of the people; and that this cannot be accomplished, except through our Common Schools? If the entire property of the town were taxed more than it ever has been for the support of Common Schools, and the proceeds judiciously and faithfully expended in diffusing useful, elevating and practical knowledge among the people, we are sure the value of the property itself would be actually increased to more than double the amount. Anything which adds to the productive power of a community, adds inevitably to the general value of its property; and a moral renovation, which should induce those who now live as viciously as they dare and as idly as they can, to adopt the habits of thrifty industry and indulge the hopes of ultimate independence, would add incalculably to the value of all the property in the town.

Cheap School-masters a bad Bargain.—Cheap School-masters are, always, a bad bargain. A school of six weeks' duration, under a competent and skilful instructor, is worth more than one of three times that period, under a novice, or ignoramus. Teaching is a profession, and requires experience and long continued practice. It requires, also, peculiar qualifications. Equanimity of temper, steadiness of purpose, patience, quick discernment, and a thorough knowledge of human character, are among the indispensable qualifications of a thorough-bred School-master. The idea that every young man, or young woman, who can pass a satisfactory, or even an extraordinary examination, in the branches of education required by law to be taught in our Common Schools, can make an approved Teacher, is fallacious in the extreme. Can every boy of good talents, and respectable literary attainments, become an expert mechanic, an accomplished merchant, or a skilful and judicious agriculturist? Everybody will answer, no,—and say he must have a taste, a talent, an aptness for the business he undertakes, or he cannot expect to succeed. If this be so, why is it presumed that every one of competent literature and science can become a successful Teacher? This is a gross mistake, and one from which our schools have essentially suffered, and they will continue to suffer, unless Trustees can be aroused to a juster apprehension of their duties, and be induced to employ Teachers with reference to their fitness.

One cause of disorder in Schools.—Nothing does more to make children deserve the rod than to be told the Teacher must not use it. The sound doc-

trine to be taught, is, that there must be authority and order in the school ;—without the rod if it can be, if not, with it. * * *

The *reluctance* or *opposition* of parents to *good government* in Schools, has had an unfriendly aspect on the improvement of their children. All admit, in the abstract, the importance of restraint and discipline ; yet when a question becomes immediately practical, a good theory is often subverted by the impulses of parental partiality ; and complaints and insubordination, those enemies of all just authority, are fostered by the very individuals who should be the first to assist a Teacher in maintaining order, in the province of which he is the superintendent and ruler. The currency of certain erroneous doctrines,—as, that Teachers can have no lawful control over their pupils except in the hours of school, and that corporal punishment ought never to be inflicted,—has had a powerful influence in palsying all efforts for the support of that government, without which schools are but the nurseries of disobedience, misrule, and profligate and malignant passions.

Parents' duties to Teachers.—If you have aught against the Teacher, go and settle the matter with him, but never lisp a word of dissatisfaction in the hearing of your children. Time was, when, if a child was reprov'd or punished at school, he was, on his return home, frowned upon and punished by his parents. The authority of the school was then sustained. But it is not so now. If the child is now admonished or punished by the Teacher, he too often hastens home to make his complaint ; and the erring parent, after hearing it, indignantly exclaims, "Why, did the cruel monster punish my sweet little darling ? Well, come here, dear,—come to me, and I'll give you some sugar plums." And thus is the child comforted and ruined, and the Teacher's authority prostrated. If parents would have their schools prosper, they must encourage and sustain the Teacher in his work.

Duty of Teachers.—As a general thing, the scholars will be as their Teachers. Place an incompetent and indolent person in the chair of the Teacher, and he will soon be surrounded by heedless drones for his scholars. But let a Teacher, in addition to a good share of common sense and literary attainment, possess a soul full of animation and wholly devoted to his noble work, and he will infuse the vital breath into the mass of mind, of which he is, in an important sense, the centre and the spring. If he is fully competent to his profession, he will cultivate the moral affections and habits of his pupils, as well as their intellects. For on this it depends whether learning shall become an instrument of good, or an engine of mischief. Believing moral culture to be of paramount importance to intellectual training, we should endeavour, in selecting Teachers for the young, to procure those who will impress upon their tender minds the value of sound morality, pleasing manners, and a sacred regard for divine truth.

Duty of Farmers to educate their Sons.—If farmers instil into the minds of their sons that but little education is necessary to transact the business of agriculture, the effect is, that their sons are wholly unqualified to discharge correctly those duties which devolve upon a people whose government is professedly their own. Their calling should be regarded as the most important and one of the most honourable on the list of human industry, and it suffers just in pro-

portion to the ignorance of its followers. But, on the other hand, if farmers impress upon their children the importance of mental and moral culture, we may reasonably expect to see them intelligent and useful. It is supposed that three-fourths of the people of this country are agriculturists. It is our duty, therefore, as citizens belonging to that numerous class, to consider the fate of our institutions, government and laws, and the general condition of society, if farmers neglect to instil into the minds and hearts of their children the importance of being well educated.

School Registers.—Many persons suppose that it is of little consequence whether a register is kept in the school or not. If the Teachers do not keep registers of their schools, and return them to the committee when finished, the school committee cannot make the returns of the schools required by law; and if the returns are not made, the town will forfeit its share of the interest of the School Fund. Others, knowing that the law requires returns of the schools to be annually made, regard the law as arbitrary and useless. A little reflection will convince any one, not blinded by prejudice, that the law is far from being useless, and that it is a good one, and its influence on our schools highly salutary.

Importance of the Common Schools.—It is too late in the day to talk about the utility of Common Schools. Their general influence is worth more to the rich and independent, to all who are not immediately or personally interested, more, far more, than they have appropriated for their support, even with their greatest liberality. If the schools are poorly sustained,—if it is a mere formality that you appoint your officers from year to year, to be entrusted with their interests,—that you vote your money for their support,—then it might be well to try an experiment for a little while. Just disband your schools; burn down your school-houses; dismiss your teachers; call home your children; destroy their books; let the voice of mirth and gladness no longer be heard from these lovely bands in every district, morning, noon, and night; let these youthful minds, this interesting field, go uncultivated; and your committee are of the opinion that there would still be a harvest,—it would be a harvest,—and it would be gathered, not into our family circles of domestic peace, and enjoyment, and prosperity; not into the lighthouse of science and virtue; not into the treasury of public good, of intelligence and moral elevation; but it would be gathered into our jails, and prisons, and penitentiaries.

Cause of a country's enterprise and prosperity.—When the question was asked by a traveller from a foreign country, passing in the stage-coach,—“What is the cause of the enterprise and prosperity of New-England?”—the answer was given by one whose eye then rested upon the steeple of a church and upon a school-house.—“These,” said he, “account for the enterprise and prosperity of New-England. The house of God first, and the school-house next;—the one the result of the other, and both going hand in hand to enrich and bless the whole community.”

The mountain rivulet is bound for the valley, and the lowest place in the valley. To turn or stay its course you must make an effort; but only leave it to itself and its determined way is downward.

EDITORIAL DEPARTMENT.

FEMALE DEPARTMENT IN THE PROVINCIAL NORMAL SCHOOL.

In several Districts during the last autumn, anxious enquiry was made of the Chief Superintendent of Schools, whether it was intended to make any provision for the training of Female Teachers? The answer was, that the first step in this department of public instruction was to get the principle of Normal School instruction recognized, and a Normal School established; that having been done, efforts would soon be made to get a female department introduced into the Normal School. We are happy to be able to say, that the Board of Education have determined to establish a female department in the Normal School at the commencement of the next Session—which will be the middle of May. Experience has evinced the great advantage, as a general rule, of employing Female Teachers for the instruction of young pupils. The writer of this notice witnessed a large number of female candidates for school teaching in the Normal Schools in Edinburgh, Dublin, and Albany U. S. In the State of Massachusetts, one of the three State Normal Schools has been established for the training of Female Teachers. In that State in 1837, there were 3591; and in 1847, there were no less than 5238 Female Teachers employed in the Public Schools.

THE MODEL SCHOOL.

This School, in connexion with the Provincial Normal School, was opened on the 21st February. In the course of a few days the applications for admission, exceeded one hundred and forty. The Board of Education have limited the number of pupils to 120. It has been already stated that there are upwards of 50 students attending the Normal School—nearly all of whom have been School Teachers. Thus are the Normal and Model Schools in complete operation, and with a degree of success during the first session beyond what had been anticipated.

NATIONAL SCHOOL BOOKS.

We noticed last month, that the Colborne District Council had adopted a formal resolution, directing the Clerk to inform each set of Trustees throughout the District of the desire of the Council that they should, as fast as the school books now in use might become worn out, or lost, supply their schools with the National School Books, and *no others*. The Huron District Council has ordered one hundred pounds worth of the National Books, in order to facilitate the general introduction of them into the schools of that District. The Wes-

tern District Council has also joined in this formal recommendation of the National School Books. In other District Councils, the subject seems to have been overlooked; but we observe by several Annual Reports of District Superintendents just received, that the National School Books are rapidly superseding all others in our Common Schools; and from what has been effected during the last year, and the increased and general demand for these excellent books, and the large supplies of them which are being provided, we doubt not that in the course of three years will be accomplished in Upper Canada what the Educationists and School Authorities in the neighbouring States have been labouring nearly twenty years to effect—the use of uniform Text-books in all the Common Schools.

In the course of the present year, we hope an important step may be taken towards creating another essential element of a good school system—another stream of fertility to the intellectual soil of the country—a cheap and suitable series of books for School Libraries. Thus may each young person in the land, at an expense not exceeding that which is paid for a single volume, have access to the works of the wise and good of all ages and nations,—given in the best style in his own native tongue.

SOME OF THE RESULTS OF THE FIRST YEAR'S OPERATIONS OF THE PRESENT SCHOOL LAW.

Facts are beginning to accumulate, illustrative of the operations of the present school system; and facts are better than speculations, and furnish the best answer to objections. It is known that the only statistics of schools heretofore forthcoming,—as was shown in a statistical sheet prepared in the Education Office upwards of a year since—related to the number of children of school age, the number of children attending Common Schools, the number of such schools, the time during which they have been kept open, and the amounts paid to Teachers. From such meagre statistics, no correct notion could be formed of the educational state of the country—nothing as to the number and character of private schools, the branches taught in the Common Schools, the number of pupils pursuing each, &c., &c., &c. To supply, to some extent, the deficiencies in the statistical returns of former years, new forms of Trustees and District Superintendents' Reports were prepared, printed, and furnished to each District throughout Upper Canada. Complaints have been made in some instances of the minuteness of these forms of reports, and of the trouble and difficulty of filling them up—although they are little more than half as extensive as those required by the State Superintendent of Schools in New-York. Of course it requires some labour to collect and compile information on any subject; and new forms have, doubtless, in some instances, embarrassed parties not accustomed to fill up such reports. The first results of the new forms of local

reports and of the operations of the School Act during the last year which have come under our notice, were stated by D. D'Everardo, Esquire, to the Municipal Council of the Niagara District, and are inserted in this number of the *Journal of Education*, (pp. 87-90.) Mr. D'Everardo's statement is a model report of the kind; and as such deserves the attention of all District Superintendents,—while the facts which it contains furnish an appropriate reply to the objections which have been made to the present system of schools. It appears from Mr. D'Everardo's interesting statistics, that there has been an increase of ten per cent over the preceding year in the time during which the schools have been kept open, and of *eighteen* per cent in the attendance of children at the schools. It is also worthy of remark, that there has not been a single complaint or appeal to the Education Office from the Niagara District during the past year. The Council took great pains on the new act coming into operation, in organizing the School Sections, and selected a judicious and able Superintendent. The difference in the operations of the system in the Niagara and some other Districts cannot arise from a difference in the law and instructions and forms, but must be owing to a difference in the indulgence of party feeling, in the knowledge and attention of Councillors in school matters, in the intelligence and public spirit of local school officers and people.

We believe that the annual reports from other Districts will furnish results equally satisfactory with those stated by the Niagara District Superintendent. We have as yet been able to examine but two of these reports—just received. In the small District of Taibot, there was an increase of six per cent in the school attendance of children for 1847 over 1846, and an increase of *sixty per cent* in the amount of *School Rate-bill*. The amount of rate-bill paid in 1846 (independent of the Legislative Grant and Council Assessment,) was £556 8s. 5d.; in 1847, £892 18s. 2½d.; increase of rate-bill in favour of 1847, £336 9s. 9d.

In the Johnstown District, there is a *decrease* of twelve per cent in the number of Schools (many sections having been enlarged;) but an increase of *thirteen* per cent in the school attendance of children, and of *forty-two per cent* in the amount of school rate-bills. The amount of rate-bills in this District for 1846 (independent of the Legislative Grant and Council Assessment) was £1520 11s. 3½d.; for 1847, £2141 10s. 8d.; increase in favour of 1847, £620 19s. 4½d. The rate-bills and school attendance of children being voluntary in each Section, indicate the real feeling of the people.

In the Brock District we perceive that the *average* salaries of Teachers for 1847, was from £50 to £80; and in the Wellington District the Superintendent states the increase of children in attendance at the school in 1847 over that of 1846, to be upwards of 1000.

Such are some of the gross results of the operations of the present School Law during the first year of its existence, with all the disadvantages of its newness, and in the face of an opposition which has done all in its power in different parts of the Province to make the law work as badly as possible, in the hope of getting it abolished. But as all parties in the Legislature agreed in the passing of the law ; so it is clear the majority of all parties in the country have acted in the same noble spirit in carrying it into effect ; and these unexpectedly early results must be grateful to the feelings of every true patriot.

PROCEEDINGS OF MUNICIPAL COUNCILS ON THE SCHOOL ACT.

It was our first intention to give the reports and addresses of several District Councils, both for and against the Common School Act, with such explanatory remarks respecting the very erroneous statements of the provisions of the Act, which some of those documents contain ; but on further reflection, we think the relations and objects of this Journal will be better consulted by the course which we have adopted. The eloquent and able vindication of the general provisions of the law, adopted by the Colborne District Council, ought to be placed on permanent record ; as should the admirable address on the same subject, delivered by the Rev. W. H. LANDON, before the Brock District Council. From what has already appeared in our pages, we doubt not candid and intelligent readers of all parties are satisfied as to the soundness of the principles and the necessity for the general provisions of the School Act, and as to the causes of the acknowledged defects in some of its details—defects which we hope to see remedied. But nearly all the disputes and animosities which have arisen in some Districts, under the operations of the present Act, have grown out of the unsatisfactory and untimely formation and alterations of School Sections, the non-payment of School Moneys by late Township Superintendents, and the non-payment of School Assessments at the time prescribed by law. If any Councillors are negligent and careless, or act unadvisedly in any, or all of these matters, corresponding dissatisfaction and confusion must, of course, ensue ; and for which the School Law is no more to be blamed than is the constitutional act for the consequences of any injudicious proceedings or careless indifference on the part of either branch of the Legislature. The best and the most simple laws require intelligence and good feeling for their beneficial administration ; and happy will it be for the country if the several Municipal Councils vie with each other in the exercise of intelligence and zeal in promoting the educational interests of their respective Districts. Some Councils have set a noble example, which we hope to see followed throughout Upper Canada. It appears that the great majority of the District Councils have declined joining in the solicitation made to them to demand changes in the Common School Act.

EDUCATIONAL DOCUMENTS.

We have pleasure in gratefully acknowledging the receipt of the following Documents, from which we may hereafter make extracts, viz :—

1. Report on the Condition and Improvement of Public Schools of Rhode Island, by HENRY BARNARD, Esquire, Commissioner of Public Schools.—Published by order of the General Assembly, 1846.

2. A Compilation from the Annual Reports of the Superintendent of Public Instruction of the State of Michigan, for the years 1845 and 1846, with important additions, embracing the Report for the year 1847. Prepared pursuant to the directions of the Legislature, by the Hon. IRA MAYHEW, Superintendent of Public Instruction, Detroit, 1846.

3. Primary School Law of the State of Michigan, with Explanatory Notes and Forms, by the Superintendent of Public Instruction, 1848.

4. Annual Reports of the Superintendent of Common Schools of the State of New-York, made to the Legislature, January 5, 1848.

We beg also to thank the Warden of the Gore District for a copy of the Journal of Proceedings of the Gore District Council for 1847.

In the last two numbers we have remarked upon the *office, responsibility, and some of the duties* of District Superintendents; an additional article on the *difficulties and salaries* of District Superintendents is unavoidably deferred until the next number; also remarks in reply to the inquiries and complaints of "F," on the inspection of schools, and extracts from the annual statements of the Superintendents of Common Schools in the Districts of London, Simcoe, and Bathurst, to their respective Councils.

AGRICULTURAL EDUCATION.

In the next number will be commenced a short series of valuable articles on *Agricultural Education in Upper Canada*, by H. Y. HIND, Esquire, *Mathematical Master and Lecturer in Chemistry and Natural Philosophy* in the Normal School.

The selections from local School Reports in the State of Massachusetts, (pp. 87-90) are the productions of School Committees, (each consisting of three persons)—analogous to our Trustees. We hope ere long to see School Trustees in Canada accompanying their annual statistical reports with practical and enlightened observations such as characterize the selections referred to. The State School Law there requires that the local annual School Report shall be read at the public annual School Meeting in each School division—a good practice. To the valuable selections from these Reports we invite the attention of Trustees, and of all others interested in the advancement of our Common Schools.

NOTICES.

DISCONTINUANCE OF THE COVER.

When the Prospectus of this Journal was issued, no intimation was given that a *printed cover* would accompany each number. The addition of the *cover* was an afterthought, and of which we determined to incur the expense,—having been assured by Mr. BERCY, the obliging Post Master in this City, that he would not charge more than a *half-penny postage* on each number, including the cover. But we learn that Post Masters in several places charge *double postage* on account of the addition of the cover. To remove any ground of complaint on the part of subscribers for this additional charge, and to put it out of the power of any Post Master to charge more than a single *newspaper postage* on each number of the Journal, we are compelled to discontinue the cover.

ACKNOWLEDGMENTS—To 8th March, inclusive.

Supt. Gore District, rem. and subs.; rem. from Rev. H. Dean, Mr. J. Neilson, J. Blakely, Esq., Mr. D. McKay, Mr. J. Straith, Rev. T. Demorest, Mr. J. Galbraith, R. Henry, Esq., Dr. Reid, J. S. Howard, Esq., T. J. Robertson, Esq., H. Y. Hind, Esq., Mr. H. Scovell, Mr. F. McCallum, Mr. D. Chiel, C. Smith, Esq., P.M., Board of Trustees, Niagara, Hon. Capt. Elmsley, Mr. H. F. Goss, F. Neale, Esq., A.M., Rev. J. Carroll, Rev. W. Philp, Mr. J. Briggs, Mr. A. Dallas, Rev. S. C. Philp, Mr. J. Sutton; Rev. L. O. Rice, rem. and subs.; Supt. Ottawa District, rem. and subs.; Supt. Bathurst District, rem. and subs.; R. McClelland, Esq., rem. and subs.; Rev. R. E. Tupper, rem. and sub.; Supt. Talbot District, rem. and subs.; A. S. Holmes, Esq., rem. and subs.; Clerk Colborne District, rem. and sub.: Supt. Simcoe District, rem. and sub.; Supt. Colborne District, rem. and subs.; Clerk Dalhousie District, rem. and subs., ordered by Municipal Council; Clerk Bathurst District, sub., ordered by Municipal Councillors.

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