

<i>Second Class.—Grade C.</i>	1832 Parrott, Amanda.
(Expire one year from date.)	1833 Unsworth, Hannah Haselden.
1828 Armitage, Margaret.	1824 Beam, Rebekah Ann (952.)
1828 Laidlaw, Janet.	1825 Burk, Ada.
1829 Lanton, Kate Simpson.	1826 Crawford, Agnes.
1830 Love, Mary Anne.	1827 Cruickshank, Margaret Fawns.
1831 McDougall, Elizabeth.	

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, and for February, 1861, lists of the certificates which had expired up to those dates were published, and the following list shows those which expired on 15th June, 1861:

MALES.

1103 <i>Obtained 2nd Class B.</i> 1185.	1108 Treadgold, George.
1104 <i>Obtained 2nd Class B.</i> 1190.	1109 Walker, Thaddeus.
1105 McRae, Alexander.	1110 Whiteside, Jacob Lemon.
1106 <i>Obtained 2nd Class B.</i> 1195.	1154 <i>Obtained 2nd Class A.</i> 1254.
1107 <i>Obtained 2nd Class B.</i> 1196.	

FEMALES.

1141 <i>Obtained 2nd Class A.</i> 1219	1147 <i>Obtained 2nd Class A.</i> 1221.
<i>and 1301.</i>	1148 Hill, Charlotte Mary.
1142 Corrigan, Augusta,	1149 Lloyd, Eliza Jane.
1143 Craigmile, Elizabeth Wilson.	1150 McLennan, Margaret.
1144 <i>Obtained 2nd Class A.</i> 1220.	1151 <i>Obtained 2nd Class A.</i> 1222.
1145 <i>Obtained 1st Class C.</i> 1297.	1152 <i>Obtained 2nd Class C.</i> 1241.
1146 Foster, Mary Louisa.	1153 Stewart, Annie.

Certified,

ALEXANDER MARLING,

EDUCATION OFFICE, July, 1861.

Registrar.

NORMAL SCHOOL.

The next Session of the Normal School will commence on Thursday, the 8th of August.

OUR COMMON SCHOOLS.

To the Editor of the *Cobourg Star*.

SIR,—As the public mind has of late been aroused to the interest of education, by the great discussion of the merits and demerits of colleges and universities, it may not be out of place to throw out a hint respecting our more humble institutions of learning—that of the common schools—institutions that are great because of their commonness; and while we acknowledge the great benefit conferred on the country by those higher institutions of learning, we should not lose sight of the fact, that the masses of the people, constituting the bone and sinew of our country, are educated in our common schools. Edward Everett, in speaking of these institutions, says, "They are the corner-stone of that municipal organization which is the characteristic feature of our social system; they are the fountain of that wide spread intelligence which, like a moral life, pervades the country." If it be true, then, that our common schools are so important to the welfare of society, if so large a portion of the community depend upon them for their education, we should see that they are of such a nature as would not prevent those attending from being well educated; and this implies not merely the cramming of the intellect with so many pages of book knowledge, but the educating of them intellectually, morally, and physically. The intellectual and moral training will, in a great measure, depend on the character of the teacher. His word is considered law, and his actions protection, by his scholars. He stands as a model for them to follow, and the impressions daily made on the minds of our youth, while at school, should arouse the teacher to a deep sense of his duty and position. But with regard to the physical culture, there may be causes retarding its progress over which the teacher has no control; he is engaged by the community, and placed in such a school-room as the Trustees see fit. It may be so situated as not to admit one particle of fresh air, which is the essential element for health; and the grounds connected with it intended for play-grounds may be so scanty as will not allow the children room even to turn around in.

It is to this point, and particularly to the schools of our town, that I would wish to direct the public attention; for with all our boasted greatness, we are at least a quarter of a century behind the times in not having good school-houses. I imagine a teacher training his scholars to admire the beautiful in a room repulsive to human nature, whose walls, instead of being decorated with that

which would please the eye and make teacher and scholar cheerful and happy, are so dilapidated as to exhibit nothing but rotten laths and falling plastering; every window of which gives a hearty response to every step on the floor, and the door refuses to be shut because of the incapacity of the frames to hold a latch. If we take in connection with the above the same teacher laying down certain laws for the promotion of health, in a location where the atmosphere is so contaminated as to render disease liable to enter at any time, where on the one side he is regaled with the pleasant odors that a slaughter-house is capable giving, and on the other his olfactory nerves are exercised with the insufferable perfumery arising from the common sink of the neighbourhood, and you have as melancholy a picture as need be given, and one none the less melancholy because of its being real.

We have school-houses in this town where from fifty to sixty children are daily sent to be educated, of which the above is only a true picture. Surely it is time to make a reform, by having better school-houses in more healthy locations than we have at present. As to the kind which is most suitable, the writer has his own views, which will be made known in some future article, if not treated upon by some one more capable of doing it justice than he is. His object at present is to create an interest in our common-schools, and to call forth a few remarks from parties interested in them.

Yours truly,

ANTI-OLD SCHOOL HOUSES.

XI. Miscellaneous.

I. TRUE FREEDOM—HOW TO GAIN IT.

BY CHARLES MACKAY.

We want no flag, no flaunting flag,
For Liberty to fight;
We want no blaze or murderous guns,
To struggle for the fight.
Our spears and swords are printed words;
The mind our battle plain;
We've won such victories before,
And so we shall again.

We love no triumphs sprung of force—
They stain her brightest cause;
'Tis not in blood that Liberty
Inscribes her civil laws.
She writes them on the people's hearts,
In language clear and plain;
True thoughts have moved the world before,
And so they shall again.

We yield to none in earnest love
Of Freedom's cause sublime;
We join the cry, "Fraternity!"
We keep the march of Time.
And yet we grasp no pike or spear,
Our victories to obtain,
We've won without their aid before,
And so we shall again.

We want no aid of barricade
To show a front of wrong;
We have a citadel of truth,
More durable and strong.
Calm words, great thoughts, unflinching faith,
Have never striven in vain;
They've won our battle many a time,
And so they shall again.

Peace, progress, knowledge, brotherhood—
The ignorant may sneer,
The bad deny; but we rely
To see their triumph near.
No widow's groan shall load our cause,
No blood of brethren slain;
We've won without such aid before,
And so we shall again.

2. "I THOUGHT IT WAS MY MOTHER'S VOICE."

A friend told me not long ago a beautiful story about kind words. A good lady, living in one of our large cities, was passing a drinking saloon just as the brutal keeper was thrusting a young man out into the street. He was very young and very pale, but his haggard face