

House of Representatives to print in pamphlet form two thousand copies of such of the communications above named as the Board should designate.

"These are papers of rare value, treating of the subject of drawing in its relation to general education, to our various mechanical and manufacturing industries, to high culture in art, and indicating the most approved methods of teaching it, both in the Public Schools, and in special classes."

3. The English Commissioners in their report thus summarise the opinions of those gentlemen examined by them in regard to the subject of Drawing. They say :

"Mr. Stanton remarks that 'whether we regard it as a means of refinement, or as an education for the eye, teaching it to appreciate form, or as strengthening habits of accurate observation, or gain as of direct utility for many professions and trades, it is equally admirable.' Dr. Hodgson stated it as his opinion that 'drawing should be taught to every child as soon as he went to school, and added that it was already taught to all the boys (nearly 1,000) in the Liverpool Institute.' From Mr. Samuelson's letter to the Vice-President of the Committee of Council on Education, drawing appears to be always regarded as a most important subject of instruction in the technical schools on the continent; and the bearing of this on the excellence ascribed to the foreign artizans and superintendents of labour cannot be mistaken."

#### VIII.—PROVISION FOR TEACHING VOCAL MUSIC IN OUR SCHOOLS.

1. Vocal music being now required to be taught in our Schools, we insert the following striking illustration of its value and importance as a softening and humanizing influence as a subject of instruction, from the report of the Secretary of the Board of Education in Connecticut, for this year. It will be seen how successfully he combats the statement so often put forth that instruction in vocal music is of no practical use to large numbers of children, because of their inability to sing. He says :

"Music is taught in our best Schools and should be in all. In many instances it has taken its proper place as one of the regular studies. It is the testimony of multitudes of Teachers, that music helps instead of hindering progress in other studies. It stimulates the mental faculties and exhilarates and recreates pupils, when weary with study. Some branches are pursued largely for the mental discipline which they impart. No study that can be taken up so early, is a better discipline in rapid observation and thinking; none so early and easily develops the essential power of mental concentration. In singing by note, a child must fix his thoughts and think quickly and accurately. The habit of fixing the attention thus early formed, will aid in all other studies. There is abundant testimony that Scholars progress more rapidly in the common branches, where singing is taught. Vocal music aids in graceful reading, by promoting better articulation, improving the voice and correcting hard and unpleasant tones. The influence in cultivating the sensibilities, improving the taste and developing the better feelings of our nature, amply compensate for the time required for this study. Its efficacy in School Government, making work a play, giving a systematic recreation—enjoyed the more because always in concert, and with the sympathy and stimulus of companionship—is admitted by the most successful Teachers. Trouble in the school-room often comes from that restlessness, which proper intervals of singing would best relieve. Singing is a healthful, physical exercise. In primary schools, gymnastic exercises often accompany the singing. When children are trained to erectness of posture, and to the right use of the vocal organs, speaking, reading and singing are most invigorating exercises; expanding the chest, promoting deep breathing, quickening the circulation, and arousing both the physical and mental energies. Diseases of the respiratory organs, are the great scourge of this climate, and occasion more than one-fifth of our mortality. It is said that in New England and New York, more than forty thousand die annually of diseases of the throat and lungs. The remarkable exemption of the German people, alike in Germany and America, from pulmonary disease, is attributed, by eminent medical authority, largely to the universal habit of singing, in which they are trained from their earliest years, both at home and at school. Thus their lungs are expanded and invigorated. The broad chest is a national characteristic. There is a common but erroneous impression that only a favoured few can learn music. How is it then that every child in Germany is taught singing as regularly as reading? But facts may be found nearer home. In late examinations of all the schools in New Haven, 'only two hundred and forty-eight children out of over six thousand were found unable to sing the scale, and one hundred and forty of these belonged to the primary grades;' that is, out of this multitude, only one hundred and eight above the primary grades could not sing. Superintendent Parish, says: 'A systematic course of training the voices of the little ones in the primary rooms, has been com-

menced. Thus far the experiment has been a complete success. Children from five to eight years of age, readily sing the scale, singly and in concert, and read from the blackboard, notes on the staff by numerals and syllables with as little hesitation as they call the letters and words of their reading lesson.' In the Hancock School of Boston, of about one thousand girls, less than a dozen were unfitted from all causes for attaining to a fair degree of success in singing. General Eaton, the National Commissioner of Education, and Governor English, when visiting the schools in New Haven, expressed their surprise and gratification at hearing children in the primary schools, sing at sight exercises marked on the blackboard by the Teacher. 'The exercises are placed on the blackboard in the presence of the scholars, and they are required to sing them once through without the aid of Teacher or instrument, and are marked accordingly.'

#### IX.—FACILITIES FOR GIVING A PRACTICAL COMMERCIAL EDUCATION IN THE SCHOOLS.

One of the felt wants in our system of Public and High Schools, has been facilities for giving boys instruction in matters relating to Commercial and business transactions. That want has been supplied; and both in the High and Public School Law provision has been made for giving pupils instruction in subjects relating to Commercial education. For years this subject has received attention in the Model School of Ontario, and boys have been thoroughly prepared in book-keeping and other kindred branches, so as to fit them at once for practical work in the counting house and other departments of mercantile life. The result has been, that boys trained there, have been much sought after by merchants and others. In the schools generally, beyond a little theoretical book-keeping no special attention has been hitherto paid to commercial subjects; but in the new programme of study prescribed for the Schools, pupils are required :

"1. To be practically acquainted with Compound and Conjoined Proportion, and with Commercial Arithmetic, including Practice, Percentage, Insurance, Commission, Brokerage, Purchase and Sale of Stock, Custom House Business, Assessment of Taxes and Interest.

"2. To know the definition of the various account books used. To understand the relation between Dr. and Cr., and the difference between Single and Double Entry.

"3. To know how to make original entries in the books used for this purpose, such as Invoice Book, Sales Book, Cash Book and Day Book.

"3. To be able to journalize any ordinary transaction, and to be familiar, with the nature of the various accounts in the Ledger, and with the mode of conducting and closing them.

"5. To be familiar with the forms of ordinary Commercial paper, such as Promissary Notes, Drafts, Receipts for the payment of money, &c.

"6. In the English Course for the High Schools, pupils are required to be acquainted with Commercial forms and usages, and with practical Telegraphy."

#### BARRIE NEW PUBLIC SCHOOL.

An interesting event took place in Barrie on the 1st May, on the laying of the corner-stone of the new Public School in that town. By invitation of the Town Board of Trustees, conveyed by Wm. Boys, Esq., the Chairman, the Rev. Dr. Ryerson, performed the ceremony. The *Barrie Examiner* says:—The first ceremony was the presentation of the members of the Board of Public School Trustees to the Chief Superintendent of Education by the Chairman, as well as of the Architect, S. Bird, Esq., and the Contractor, Mr. George Ball. The Chairman then handed to Dr. Ryerson the glass bottle to be placed in the cavity made for it—in the under stone. This bottle contained specimens of all Canadian coins since the time of Confederation—one copy of each of the Barrie newspapers, and a copy of the *Daily Globe, Leader and Mail*. With these was enclosed the document.

The bottle was then placed by Dr. Ryerson in its proper receptacle. The Treasurer, Mr. Henry Bird, came forward and presented a silver trowel, with the following inscription:—

Presented to

REVEREND EGERTON RYERSON, D.D.,

Chief Superintendent Education, Ontario,

On the occasion of his laying THE CORNER-STONE of the BARRIE PUBLIC SCHOOL, May 1st, A. D., 1872.

Mr. Bird, the Architect, presented the mortar, when the Rev. Dr. Ryerson proceeded to lay the stone in the name of the Father, the Son, and Holy Ghost. As soon as the stone was laid, the Rev. Mr. Morgan, Rector of Barrie, invoked the Divine blessing, in a special prayer, upon the undertaking, acknowledging that unless